

The Modern Language Journal

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Concerning Our Contributors

GIRDLER B. FITCH, A.B. Transylvania College, A.M. University of Chicago, Ph.D. Ohio State University, taught at Transylvania College and is now instructor at Ohio State.

E. F. ENGEL of the University of Kansas is our Assistant Managing Editor in charge of Radio.

ALBERT SCHINZ of the University of Pennsylvania has been contributing the annual report on French literature for many years.

DOROTHY TILDEN SPOERL, A.B. Lombard College, Illinois, A.M. Boston University, has taught child psychology and remedial reading and speech, besides assisting in the editing of elementary textbooks.

CHARLES N. STAUBACH, A.B., A.M. and Ph.D. University of Michigan, taught Spanish at Louisiana State University before returning to Michigan in 1930.

AUGUSTE UTERMANN, a native of Kansas and a graduate of the University of Kansas, now teaches at West High School in Salt Lake City.

A. M. WITHERS, A.B. Washington and Lee, A.M. Johns Hopkins, Ph.D. University of Pennsylvania, taught foreign languages at Millsaps College, Davidson College, Southern Methodist University, College of William and Mary and the University of Tennessee before becoming head of the department of foreign languages in his present institution.

ADOLF I. FRANTZ studied at Yale and Munich. He is head of the Department of German at Bucknell and has published numerous articles.

WILLIAM LEONARD SCHWARTZ, at Stanford since 1920, has taught English in Japan and French in various American institutions in the Far West. He has also studied in France and Belgium.

M. MARGARET SMITH, teacher of French, English and General Language, is a graduate of the University of Pennsylvania and now a graduate student at New York University.

NOTE—Readers are reminded that the relative order of articles in the *Journal*, does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

Intermediate Language Courses

GIRDLER B. FITCH

The Ohio State University, Columbus, Ohio

(Author's summary.—This is the third article in the series on language methods at Ohio State. Third- and fourth-quarter courses still stress language as conveying ideas. Methods permit considerable simultaneous practice by all students. Material is more literary than in preceding courses; reading ability is highly developed in coördination with other language skills.)

WHEN the student writing a composition on Daudet's *La Mule du Pape* does not merely say: *La mule lui a donné un coup de pied terrible* but remembers that in so doing she said: *Tiens! attrappe, bandit!* he is not thereby improving his writing of French so much as his reading. To separate the language skills distorts even the one that receives the emphasis; all reinforce one another and grow through interrelation, and with them grow appreciation and understanding. Perhaps it is hard to prove that the student who mentally translates into English little Pierre Nozière's ambition to write *l'histoire de France, en cinquante volumes, avec tous les détails* has lost anything by such translation. Indeed it is likely enough that the student who has learned to read merely visually will get the point at once. But it is equally certain that the student who remembers and repeats the precise wording in a class discussion has thereby experienced something which the others have not, and that an increasing number of students will do so if they are encouraged thereto.

The student who makes active use of the language acquires a pride of accomplishment and a sense of the language itself which would justify composition and conversation even if reading were the sole valid aim of language teaching. Yet he must also be convinced that what he is accomplishing is worth while; not that it will be worth while some day, but that it is so constantly from the beginning. Most of all, students will learn a language if they are made to realize that it is the medium of a culture and a civilization that count for something in the universe as they see it. One student will respect France because of Pasteur, one because of Descartes, one because of Hugo or Maupassant or Proust, one because of the Maginot line. Cervantes, Goya, the Spanish civil war, the radio broadcasts from Latin America: these have brought different students to the Spanish class. Except in so far as previous mistraining in language has made them pessimistic, they have not come looking for verb-forms; they will learn these as their interest in what they are doing awakens the desire to do it correctly. The passion for doing faultlessly something of whose value one is unconvinced exists in only a few people.

It is not in the third quarter that our language work begins to appeal to these varied interests; that has been done from the first, but in the work of the third and fourth quarters (the last third of the first year's work and the beginning of the second year's) the increased facility of communication be-

tween teacher and class makes a much fuller handling of different subjects possible. While no two teachers will have precisely the same aim, it might not be unreasonable to state as the purpose of these quarters *an increasing knowledge of French (or Spanish) culture and civilization conveyed by an increasing knowledge of the language and literature in which they have been expressed*. That this knowledge of the language will involve drill and linguistic analysis is certainly true, but these are only means and must be kept in their place, not allowed to dominate.

What of such an aim in terms of the classroom?

For concreteness, let us take a third-quarter French class at Ohio State; Spanish would be virtually the same in problems and procedure, and the essentials of the method could be similarly applied in German and other languages.

Of all the French courses at this university, the third quarter begins with the most heterogeneous class, especially in the autumn. In the first place, on account of financial considerations, the division into fast and slow sections cannot usually be continued beyond the second-quarter classes, so that at least part of the students, accustomed to such divisions, here find themselves grouped with some who are differently paced. For several obvious reasons, more of the slow students of the first quarter fail to reach the third quarter than of the fast ones, but both sorts must be taken into account. More important is the large number of students who enter the third quarter's work from other institutions, especially high schools. Before placement tests were used here, this was the normal entering point for the student with two years of high-school French, regardless of the fact that some of these students knew at least ten times as much of the language as others. At present the best of these have been sent ahead and the worst sent back; the third-quarter class receives students who have learned well in one year at high school and those who have learned poorly (or been badly taught) in three years or even more. It is the latter who constitute the problem; if a student with one year's high school work and a student with three years' work score the same on the placement test it is likely that the one-year student is the more intelligent, but even if this is not true and if the cause of the difference is in the teaching they have had, it is likely that the one who has become accustomed to learning French rapidly will further outstrip the one who has become accustomed to learning it slowly. Students who have studied French some years before and made no use of it recently will often make a poor showing on the placement test and will sometimes improve rapidly as the language begins to "come back" to them, but this fact may be taken into account in assigning them to a class after the placement test; the test is used as an instrument of sectioning and not as a law for it. Students who object to being sent back may be permitted to stay on trial if the discrepancy between their scores and the class standards is not too great; there may sometimes be three or four members of a third-quarter

class who are on trial. Despite hurt pride, however, most of the students who are sent back take the change with good spirit; students usually dread being lost in a class beyond their abilities and many have been convinced while taking the placement test that they know less French than their previous work has given them to suppose. It is usually the students moved ahead who are surprised.

Unifying the class is consequently the first problem. Group work, where all members are working at once instead of listening to singled-out individuals, has more than the usual advantages here. The student must realize on the first day that the class will be conducted primarily in the language taught, that it will be interesting, that he will have to be attentive, and that he cannot get along by providing a stumbling translation when called on, on alternate days, but will have to be prepared to *react* in French to material presented in any one of a number of manners. Perhaps the teacher will talk in French on some appropriate subject, for example, the city of Paris and how it differs from an American city; then all students will be sent to the blackboard to write in French on the same subject. It may be that the students will be sent there first and given the material in dictated form, or partly so. The teacher may discuss learning the language, or tell an anecdote, or comment on the day's news, or prepare the class for the reading text, or do more than one of these things, but he certainly does not encourage the impression that because the class has as yet no textbook it cannot learn anything the first day. Such impressions have a way of lasting.

In any event, every student goes to the board. The fact that he writes his name there helps the instructor learn the names of the class and may perhaps make the student feel more responsible for what he writes; certainly the newly come freshman is pleased to find that some one in this vast institution cares who he is. The student who has had his previous work at Ohio State is used to going to the board; to the others it is explained that each day's work is to begin with a composition on whatever the student has been studying, or perhaps on anything that interests him. He must not take any book or memorandum with him; what he writes may be a résumé, a criticism, a personal comment, or whatever he likes, provided that he is expressing himself in the language he is learning.

Beginning each day with a composition at the board is not only a constant practice in composition; it assures that each student has prepared something and knows what he has prepared. If unavoidably unprepared he can use his French in explaining why, but he cannot cover up lack of preparation. More important still, he cannot say: "I studied my lesson and never got called on." Anything he has learned he has the chance to show here; the more ambitious compositions often bristle with remarkable numbers of newly-learned words which one may be certain have for the most part been permanently acquired. At times there will be strong expressions of individuality; one of my students who disliked Voltaire wrote compositions day

after day explaining rather eloquently wherein he disagreed with him, and learned more in doing this than in his less spirited résumés of texts he liked better.

This composition begins when the student enters the room, without waiting for the official beginning of classes: the aim is not so much to add a minute or two to the hour as to give the class a start under its own momentum and avoid that loss of time in getting off "dead center" which so many classes experience. It has the further advantage of starting the different students at different times, so that the instructor, who must of course be present as early as possible, can have made corrections and comments on the first arrivals by the time the later-comers are beginning. At that, no instructor can correct compositions as rapidly as a fair-sized class can put them on the board; he can correct the greater part and see that no student repeats the same mistake too frequently. Sometimes at the close of the composition the entire class can make the rounds for a session of corrections and comments on what the different members have written.

More often this composition, having taken perhaps ten minutes of the class hour, will be followed by dictation. As this is an extension of what many of the students have already learned to do in the first two quarters' work I need not comment further here: the only difference in the third quarter is perhaps a somewhat greater stress on idioms. As in the preceding course, the dictation may or may not be related to the text and the assigned lesson. The student has shown in his composition that he has studied this, and the teacher is free to desert it for something else if he so wishes. Naturally he will do so only a part of the time; there is too much in the reading texts that is of value for them not to be studied in class. But when the student writes his composition each day it is not necessary to keep to the text most of the hour for discipline and check-up. It is probably no exaggeration to say that in many language (and other) classes throughout our country more than half of the time of the class is spent in determining, one at a time, how well the students have prepared their lessons. For a class which spends a considerable part of the hour at the board, each student's performance is so apparent that check-up from the teacher's standpoint (as distinguished, of course, from correction of the student's errors with a view to their elimination) takes virtually no time at all. If it would be obviously untrue to claim that a class of twenty students who are all using their French or Spanish actively at the same time are learning with twenty times the efficiency of a class where consecutive recitations and professorial comment take the whole class hour, it is understatement to say that they are learning with two or three times the efficiency of the more conservative method, that in fifteen minutes of composition and dictation they have learned more than is possible in an hour of individual recitation, and that to anyone who has had the experience of participating in these sessions where the whole class is active at once for a considerable part of the hour the exclusive use of the

one-at-a-time method will always seem an indefensible waste of the class time.

Composition and dictation requiring only part of the hour, and check-up requiring little more than observation of individual performance, the instructor has a considerable personal liberty in his use of the class hour. How does he employ this? The possibilities of subject-matter which he can present to the class are as wide as his own knowledge and interests. Presumably most of the material will be related to Spain, to France, sometimes to Europe in general, but the interest of the class in an item of American news can also be utilized. The class will be increasingly responsive to material concerning another nation or culture as it finds that the problems of that nation, the manifestations of that culture, are related to the subjects the class already considers important. One does not have to guess what these are; one can ask, and the answers are often illuminating.

A number of times I have asked third-quarter students to hand in the names of subjects which they would like to hear presented in French in one way or another. Some name one, some six or eight. There is not time to take up everything named during the quarter, but the list is a valuable guide. Though there is a difference in emphasis from class to class, often seemingly inexplicable and perhaps therefore all the more important as something of which the instructor should be aware, one can say that on the whole about a third of the class are most interested in social subjects, about a third in artistic and literary ones, and the remaining third in an unpredictable variety of miscellaneous items.

The term *social subjects* is a little deceptive in that it includes two quite different types of interest: in political and economic problems, and in *mœurs*. Some students wish to know how France is governed. Why do they have so many political parties? Why is the government changed so often? Some, especially students who have had their interest aroused in the previous courses, wish interpretation of the immediate news: a riot on the Place de la Concorde, a general strike, a new premier, or, above all, such a manifestation as the *croix de feu* or the *cagouleurs*. Some want international news, especially with relation to the omnipresent question of war. "Parlez sur les problèmes politiques du monde, s'il vous plaît," is the all-embracing request of one. "The influence of the French newspaper on political opinion" is rather easier to encompass. There are usually about two students who want to hear about the universities or the educational system in general; occasionally there is a request for comment on school life, or "the French campus." The life and problems of the farmer or the industrial worker are asked for by an occasional student. But the much commoner request is for "the customs of the people," "the idiosyncracies of the land," "the superstitions and folk beliefs."

About equal in number to these are requests for information on literature, "books," painting, artists, artists' lives, music, the cathedrals, and

perhaps most of all the theater: dramatists, plays, actors, and the institution itself. Specific names may be called for: my most recent third-quarter class asked for Dumas, Cézanne, and Proust. The desirability of Proust as a subject for presentation in an elementary class is questionable, but it is worth while for the instructor to know that a student is interested.

The miscellaneous subjects may include the geography of France, modes of travel, places to see in Paris, styles, sports, military preparations, contemporary scientific work, electrification, "talks in which the words are applicable to daily conversation" . . . the possibilities are as varied as human nature can make them.

Certainly what the student wants to know is not what most textbooks and many teachers assume, and just as certainly the student is more nearly right than they. He may have wild misimpressions, but he will usually be interested in rectifying them.

The instructor has not time to talk on all these subjects, even is he is able, but here is material for what time he has. There is really no harm in an occasional talk in French or Spanish to which the class merely listens, but usually there should be a more active participation; the class should answer questions, and, better, ask them; go to the board to write on what they have heard at their seats; receive the material at the board as straight dictation, or dictation with discussion. And all this dictation and composition can be used quite as well as anything else to strengthen the student's control of grammar and idiom more naturally and more vividly than set exercises from books.

This calls for no specific preparation outside class; there are reading texts for that, and there is grammar review. The reading texts, naturally subject to frequent change, are from such authors as Daudet, France, Sand, Mérimée, or perhaps Scribe. Two texts, one a play, are normally used in the class sessions, and one for outside reading. Spanish classes may use, for example, Martínez Sierra and Palacio Valdés. It may be that the outside reading text will form the basis of quite a number of class sessions, this depending on the instructor and what he most wishes to give his time to. Certainly there will be question and answer discussion on the texts; the student needs specific help in learning to read more understandingly, and he now has books worth his while as literature. The use of a play serves to give the class more idiomatic and conversational material than the other texts, and moreover parts of it can usually be acted out sketchily or presented as a "walking rehearsal" with rôles assigned, positions taken, and such expression put into the lines as the varying dramatic abilities of the class may permit.

General translation is still avoided in the third quarter and the effort is to have the student abandon English in relation to the foreign language, but there is a partial exception to this rule in the handling of idioms. The student will be tricked by many of these if he does not know their English

equivalents, and even his active use of them will not always remove misimpressions. Yet the emphasis must be on the idiom itself. One way of meeting the problem is to ask the student, regularly or at certain times, to note the idioms he finds in his reading and from time to time to write his list on the board in sentences, not writing the English equivalents, but being prepared to give them orally.

Grammar and drill cannot be neglected. It is not neglecting drill to say that its proper place is for the most part outside class. The student who is using the language actively in class will understand the textbook sufficiently to prepare the lessons without much direct explanation and in the course of doing so will learn to manipulate forms with his attention on such grammatical problems as they involve. Much of the grammar will have been assimilated by the student some time before he encounters it in the textbook. It will have been learned through use, a use of the language that is supervised and corrected and that gives the student the correct form in its context and at a time when he feels the need of using it. Lengthy explanations of the distinction between the past tenses will do less good than to show the class that a certain student's overuse of the imperfect gives an incomplete expression to the actions narrated, that in saying *Léonie tombait du cheval* he has left the young lady, so far, in the air, and should either drop or rescue her. Much of this correction should be individual, but there are times when it is better to interrupt compositions and call the attention of the whole class to the need of *pendant que* and *après que* where three or four students have written *pendant* and *après*. Some instructors prefer to make such comments in English and some in the language taught; their length and complexity should perhaps be the decisive factor. In addition to this classroom work in grammar, the student of third-quarter French prepares outside the class twenty lessons (an average of two a week if they are spread over the course) which review the main field of French grammar, explain some points more fully than on first introduction, and provide exercises and drill. These lessons are basically treated as outside work, but when, in the instructor's opinion or on student request, they offer considerable difficulty, they are brought into class and the questions they raise threshed out, both with explanation and with concrete examples of the correct usage. But because of the effectiveness of the other and more natural ways of dealing with grammatical questions, the need for such sessions is not frequent.

The third-quarter course ends the student's first year of the language, but, while some students may make it their terminal course, there is no break or reorientation between it and the fourth, which is in many respects a continuation in matter and methods, though with much more reading, some of it more difficult, and with no systematic grammar review. The class begins as a more homogeneous group, and the smaller number of students who enter it directly from their high-school work are almost all good. Composition and dictation are used as before, though much more can be ex-

pected in composition (not always at first in dictation if a summer has intervened). Conversation is still that of a classroom, and the students may require help at numerous points, but the teacher may open virtually any subject in the confidence that those members of the class who are interested enough to have opinions to express will not be prevented from doing so by the linguistic handicap, and that his own rôle may be a decreasing one.

The reading for the fourth quarter in French may be Maupassant, Voltaire, either a contemporary comedy or one by Molière, and for outside rapid reading an abridged version of *Les Misérables* or *Quatrevingt-treize*. In Spanish, texts by Palacio Valdés, Pérez Galdós, and nineteenth-century or contemporary dramatists are likely to be used. The outside reading may have weekly assignments of as much as fifty fair-sized pages, so that some instructors prefer to ask the student to read it at the rate of ten pages a day, in addition to the other and more intensive work, to avoid having him "leave it all till the night before" as he is likely to do with weekly reports. Other instructors differ, claiming that nothing, more than these "night before" sessions, helps the student form the habit of reading fairly easy material rapidly. The tendency to skim is not always to be discouraged, perhaps, and can be kept within bounds by the right sort of questioning in French the next day.

The other texts are read more intensively. Though the course is definitely linguistic rather than literary, every effort is made to see that the student understands his reading, especially Maupassant and Voltaire, in a way that will enhance his literary appreciation. Since these works call for, and on the whole deserve, more time and more careful understanding than those of the preceding course, most of the attention given other subjects hitherto will in the fourth quarter be focused on the literary material and what is related to it. As anything in life is related to real literature, this is rather a change of approach than a limitation of material, and is further favored by the fact that there is a larger proportion of students of literary tastes than in preceding courses.

The grammar is even less formal than in the third quarter, but the continued correction of what the student writes and says has had by now a cumulative result, and while there is still much to correct the grosser mistakes have become exceptional, and for a student to write a composition which covers the whole board in front of him and contains only one or two mistakes is not at all rare. Some of the texts are provided with grammar exercises, however, and the instructor uses these for such drill as the class needs. Some distinction may be made here between students; those who intend to major in the language should during this course correct all their more serious mistakes and all the minor ones they can become aware of. Those for whom the language is not a major and whose main aim is a good reading knowledge may be permitted to give less attention to grammar in favor of additional reading.

To the delight of some students and over the disapproval of others some poetry is added (mimeographed) to the other texts; perhaps a dozen poems from Ronsard to Verlaine can serve as a slight introduction both to French verse-form and to French poets. Sometimes converts are made. Not much class time can be spent on these, but they help prepare the student for the poetry he will read if he studies the Romantic Movement in the next quarter.

In addition to this, the student who wishes to be eligible to a grade of A or B is usually required to read one additional work of his own choice. This need not be literary, and the student whose interest is in history or science is encouraged to do the reading in his own field. Some know just what they wish to read; a subject of general interest such as the movie of the life of Emile Zola may find a reflection in the class, and a number of students have acquaintance in translation with writers whom they now desire to read in the original. Others wish suggestions, and a discussion of their tastes and viewpoints in relation to French or Spanish literature may be a very good thing indeed.

The student who completes the fourth quarter with a grade of D receives credit for the course but is not permitted to continue in the language, a regulation which stops without too much harshness those who are definitely unfitted for the more specialized courses which follow. The student who continues may choose (though often with advice) between a linguistic conversational course, and a literary one. He enters either of these courses after a year and a third of the study of French or Spanish. During this time he has read perhaps two thousand pages, has gone as far as Maupassant (or Galdós) in difficulty, has learned to read certainly twenty-five and probably fifty pages in a single assignment (this is of course a maximum, not an average), has learned to participate in recitations conducted entirely in Spanish or French, and to write fairly fluently of what he has read. It goes without saying that in reading the language he does not mentally translate into English unless as a very conscious exercise.

This is true not only of the exceptionally good student, but of any student who completes the course with a better grade than D and is eligible to continue. The majority of these students have also drawn definite profit from their experience with some of the greatest literature, and all have learned more than a little concerning a great civilization and culture quite different from their own. They have not only acquired a skill, but in the course of acquiring it, from the beginning, they have been utilizing it to obtain other important values.

The Future of Modern Language Instruction by Radio

E. F. ENGEL

University of Kansas, Lawrence, Kansas

(*Author's summary.*—A summary of replies received from fifty-two heads of modern language departments in thirty-four colleges and universities in twenty-five states to a questionnaire calling for information and views on the use of the radio as a medium of instruction in modern languages.)

IN view of the fact that the last survey of modern language broadcasting in this country showed that there has been a steady decline in the number of radio stations over which modern foreign language instruction is being given, the editor of the Radio Department of *Modern Language Journal* believed that the teachers of modern foreign languages in this country would be interested in learning what our leaders and counsellors are thinking and proposing in regard to this innovation in our sphere of work. Those who have had experience with radio instruction in modern foreign languages and who may have visions of a new and inviting frontier in this sector of advancing education must face the realities, the uncertainties, and hazards of uncharted experimentation. If systematic radio instruction in our field is to become a recognized feature of educational programs by strong radio stations, it must have the approval and the co-operation of the recognized leaders of our ranks. Recent surveys show that the public generally is only passively interested in foreign language broadcasts and makes no protest when they are given up. As in education generally, so here, the curriculum makers must decide what and how much of a given subject shall be taught.

In order then to gather the sentiments and convictions of some of our leaders on this matter and at the same time gather some supplementary facts about their radio situations a questionnaire was sent out the latter part of October which contained the following questions:

1. Has your department done any broadcasting? If so give report.
2. Have you access to a radio station for such purpose?
3. Do you have requests to broadcast? Source and nature of these requests?
4. What are the chief obstacles in the way of your broadcasting?
5. State briefly your view as to the problems involved in broadcasting modern foreign languages and the value of such service.

These questionnaires were sent to heads of German and Romance Language departments in forty educational institutions in twenty-five states, twenty-two of them being state universities. Replies were received from thirty-four schools and from fifty-two heads of departments, twenty-seven German, twenty-three Romance Language and two Modern Languages.

The following are the names of those who sent replies, their departments and institutions arranged according to states in alphabetical order:

California University, Lawrence M. Price, Ger.
 Stanford University, B. Q. Morgan, Ger., A. M. Espinosa, R. L.
 North Carolina University, Richard Jente, Ger.
 North Dakota University, Wm. G. Bek, Ger.
 South Dakota University, J. C. Tjaden, Ger., E. M. Greene, R. L.
 Florida University, O. H. Hauptmann, Ger., Ernest G. Atkin, R. L.
 Idaho University, J. G. Eldridge, Mod. Lang.
 Illinois University, A. W. Aron, Ger., D. H. Carnahan, R. L.
 Northwestern University, T. M. Campbell, Ger., Edwin B. Place, R. L.
 Chicago University, John G. Kunstmann, Ger., Otto F. Bond, R. L.
 Indiana University, Robt. T. Ittner, Ger., Bert E. Young, R. L.
 Kentucky University, A. E. Bigge, Ger., Hobart Ryland, R. L.
 Louisiana University, Robt. T. Clark, Ger., Jas. F. Broussard, R. L.
 Johns Hopkins University, Ernest Feise, Ger.
 Harvard University, S. H. Cross, Ger., J. D. M. Ford, R. L.
 Michigan University, H. W. Nordmeyer, Ger., H. P. Thieme, R. L.
 Minnesota University, D. Burkhard, Ger.
 Washington University, St. Louis, Walter Silz, Ger.
 St. Louis University, A. Norbert Fuerst, Ger.
 Nebraska University, Joseph Alexis, Ger., Jas. R. Wadsworth, R. L.
 Cornell University, A. LeRoy Andrews, Ger., Morris Bishop, R. L.
 Syracuse University, C. J. Kullner, Ger., L. G. Moffatt, R. L.
 Vassar College, F. D. White, R. L.
 Ohio State University, M. B. Evans, Ger., W. S. Hendrix, R. L.
 Cincinnati University, E. H. Zeydel, Ger.
 Oklahoma University, Stephen Scatori, R. L.
 Oregon University, F. G. G. Schmidt, Ger., Ray P. Bowen, R. L.
 Columbia University (Barnard), W. A. Braun, Ger.
 Pennsylvania University, Ernst Jockers, Ger., Otis H. Green, R. L.
 Pittsburgh University, W. H. Hutton, M. L.
 Texas University, C. M. Montgomery, R. L.
 Southern Methodist University, H. Wynn Rickey, R. L.
 Washington State University, Edw. H. Lauer, Ger., P. J. Frein, R. L.

In answer to the first question, twenty-eight departments, sixteen German and twelve Romance Language, reported that they had done no broadcasting. The remaining twenty-four departments, twelve German and twelve Romance Language, reported that they had done some broadcasting. The broadcasts as reported consisted of talks in English, special programs of music and entertainment and three or four instructional courses. Nine reported that they had not kept up their broadcasting activity.

To question two, fifteen departments answered that they had no access

to radios. In the case of four institutions one department reported that it had access to a radio and the other that it did not. In answer to question three, there were thirty-two departments who reported that they had received no requests for broadcasts. The sources of requests received by the others were: General public and students; university administration and publicity bureau; the radio station; foreign language teachers and high schools; foreign populations.

Among the chief obstacles in the way of broadcasting the following were mentioned: "Lack of time and money." "Lack of right kind of man to take charge." "Overworked staff." "Radio authorities feel that other features attract more attention." "Excessive cost of time on local stations." "Competition of other programs such as social sciences, medicine, etc." "Fully occupied with teaching, administration, and research." "Lack of funds. We are unwilling to carry a regular program unless it is subsidized by the university." "Distractions of a large city; private programs in foreign languages; adequate adult education programs now existing."

The views expressed in answers to question five, which the writer considers the most important one in the questionnaire, represent the valuable opinions of the men whose names appear in the list above and to whom grateful acknowledgment is hereby made for the time and care taken in formulating their replies. In quoting answers to this last question they will purposely be given anonymously in order that the pros and cons may be read and considered impersonally. It was to be expected that there would be differences of opinion as to the problems involved and the value of broadcasting modern foreign languages. It therefore seemed permissible to consider this as a question for debate and to classify the answers as affirmative and negative arguments. It is evident from some of the answers that the expression "*broadcasting modern foreign languages*" did not convey uniform connotation. To bring out clearly what was intended the expression should read "*broadcasting formal instruction in modern foreign languages*." The broader interpretation of the question must therefore be kept in mind when reading the answers. The classification of these into affirmative and negative arguments has however been made on the basis of the revised wording of the question and on that basis fifteen affirmative and twenty-five negative answers were received.

The fifteen affirmative answers will be quoted first. "Has real merit if the right type of person handles it." . . . "The radio can be a great aid in the teaching of a foreign language, as well as in arousing interest in it, provided it be used intelligently." . . . "Valuable if done as at the Ohio State University where the work is carefully organized and hooked up with the public schools" (cf. article by Walter E. Meiden, Ohio State University, in *Modern Language Journal* for November 1937) . . . "I should think a regular broadcast in a given language would be of help to a good many persons over the country. We will certainly be interested in following your inquiry and its

results." . . . "Problem (1) better receivers at lower cost; (2) critical evolution of suitable techniques and materials; (3) development of adequate response forms; (4) determination of proper balance in content. Undoubtedly the radio should be of service in language teaching; it can carry oral-aural training to many types of listeners." . . . "Naturally it is better to have personal contact with the student, but I believe that it is possible to teach a lot over the radio if you can create enough interest to have the listener miss none of the lessons. I believe that it is possible to teach enough so that the listener will become quite interested and perhaps follow up his work by taking extension work." . . . "Modern language is a subject which lends itself very easily to radio teaching. The greatest problem is the lack of give and take between teacher and student, . . . a problem which is not so serious in teaching the social sciences. However, as to the value of such service there can be no serious question. If anything is to be taught by radio, modern languages certainly should be so taught. If the public which normally turns to the radio only for entertainment were to be brought to a consciousness of the value of radio for instruction, most difficulties would vanish." . . . "We have reason to believe that our German lessons enjoyed a wide audience. The voluntary response from old and young, beginners and former students, groups in high school and different communities was very encouraging." . . . "We had many encouraging responses from our listeners throughout the Middle West." . . . "Our only problem is getting time on the radio to broadcast lessons. I consider this service very valuable and one which would benefit a great number of people." . . . "It can be of great value in aural training. It should be a useful adjunct to classroom work. It would be of interest to that part of the general public who already have a good knowledge of the foreign language." . . . "May be valuable. Needs organization. Interesting experiment." . . . "The chief problem is getting a continued response from listeners. From the responses the chief value has been to supply a useful program at a time when no other program was available. It supplies a real help to those persons who want to learn the language in their own homes, or who want to review the language." . . . "They are an excellent supplement to correspondence courses in language." . . . "Regular language class-work can be broadcast as a supplement to home study."

The following are negative answers. "Unpaid services of teachers; uncertain response of students. Effort therefore largely wasted." . . . "Do not believe it would be of much service." . . . "We doubt whether there would be widespread interest in such instruction in this part of the country. If, however, this university should institute a system of broadcasting in other departments, I should be glad to make the experiment of developing an interest in broadcasting German lessons." . . . "The number of listeners appreciating the broadcast is doubtful." . . . "Value questionable unless more time can be devoted to it than is usually done." . . . "We should appreciate the publicity which modern languages might derive from broadcasting les-

sons in a given language, but we doubt the educational value of such broadcasts in learning languages. However, we think it is desirable that lectures from time to time be given over the radio relative to some phase of the civilizations of the principal European and South American countries and that kind of activity has been occasionally carried on, on invitation of the University Broadcasting Council, by members of the staff and others." . . . "Most broadcasting of modern foreign languages with which I am (or was) familiar was decidedly inferior to classroom instruction. In my opinion, a lot of "pioneering" was done by enthusiastic, ill-prepared people. Ill-prepared in two ways: not prepared to broadcast, and not "sattelfest" in German." . . . "Through the systems of extension and correspondence work conducted by the university throughout the state we in the German department are able to reach a high percentage of the people who are interested in German. I doubt that the broadcasting of German lessons would warrant the much greater additional cost." . . . "We doubt the feasibility of offering the elementary work in a foreign language. We approve and recommend the medium of the radio to arouse an interest in the student and build up thereby a healthy curiosity for what the language may have to offer both scientifically and culturally." . . . "I see very little value to it except the possible cheapness to the receiver. A book and a gramophone plate, if classes are not available, are always preferable. Whoever wants to put in time and work will probably find a class somewhere." . . . "Broadcasts for beginners are practically valueless because no phonetic drill can be given. Broadcasts should therefore be addressed to people who already know the language at least after a fashion. Their interest in modern language study can thus be enhanced. In emphasizing the cultural value great care must be taken to avoid the charge of un-American propaganda." . . . "This is a rather large expense, which is hardly ever justified by the actual achievement in language, since instruction must always remain on a very elementary level." . . . "I can see how reading German over the radio, with high school classes listening in (having studied the passage to be heard) might be very effective in training the ear. This, however, I should regard only as a *supplement* to their other language instruction. I do not see how a complete course in German could be given profitably by radio." . . . "As a part of an organized extension department, excellent. Otherwise not a part of a university's duty." . . . "I frankly doubt that it has much value as an educational device when the broadcasting is done in this country for this specific purpose. Short-wave reception from foreign countries seems on the other hand linguistically valuable, in so far as it is not propaganda material, which, however, would probably be in English." . . . "The radio seems to be for entertainment and the acquiring of a foreign language is real work." . . . "Value I regard still as problematical. It is doubtless good advertising, but to what extent a university is justified is at least questionable. (This is a pretty large question depending so much upon just what is intended.) Also

for German apt to be a little dangerous." . . . "To teach modern languages by radio is a poor substitute for classroom work. Pronunciation can perhaps be learned fairly well, but correction by invisible treatment is almost impossible." . . . "I hardly think that beginning language can be taught with marked success, though advanced courses including literature and social customs and art can." . . . "We are not convinced of its efficacy. Wrong ideas gathered and attributed to the department broadcasting. Numerous teachers in this city who earn their living with private lessons."

Having now presented evidence both pro and con by competent witnesses what are some of the conclusions that may be drawn from it? If the arguments be judged by volume, then those on the negative side might claim a decision in their favor but it is to be noted that the ideas expressed by them are not antagonistic but merely skeptical and might therefore be changed. Through all the answers received there runs the implied if not expressed agreement that modern foreign language instruction by radio is still in the experimental stage and that many modifications and adaptations of methods and materials will have to be made in order to bring about mutual satisfaction between the radio instructor and the radio audience. Assuming that the radio is going to play an increasingly important part in public education and believing that modern foreign languages are an essential constituent of public education we would be untrue to our calling if we did not seek to appropriate this universal medium of communication in order to regain interest in and promote the study of these languages. We shall wait in vain for public demand for the broadcasting of foreign languages. In education, as in literature and art, the tastes and desires of the public will be stimulated, raised, or lowered by what educators, writers, and artists produce for it. In time it will learn to value and enjoy what at first seemed boresome or even forbidding. The fact that immediate and measurable results can not be recorded should therefore not restrain those who believe that they have a modern foreign language preparation which will stimulate mental and spiritual activity and growth should in the spirit of a benefactor and a crusader or if you please of an advertiser under proper conditions give radio audiences the opportunity to listen to and sooner or later evaluate what he is offering them. If our modern foreign language leaders would agree that research and experimentation in this field is justifiable and should be encouraged and supported, it is reasonable to suppose that our university administrations and other agencies would provide the necessary funds.

L'Année Littéraire Mil Neuf Cent Trente-Huit

ALBERT SCHINZ

University of Pennsylvania, Philadelphia

LES préoccupations politiques ont pris le pas sur les préoccupations littéraires en 1938, comme il était bien naturel que cela fût. Aussi ne vit-on émerger aucun nouvel *isme*, on ne fonda aucune académie nouvelle, aucune étoile ne fut signalée à l'horizon, on se querella à peine quelque peu au sujet du théâtre. L'année fut marquée, cependant, par quelques célébrations où la littérature eut sa part; c'est ainsi que l'on fit coïncider avec la venue à Paris du roi et de la reine d'Angleterre, en juin, de grandes fêtes pour commémorer le troisième centenaire de la naissance du Roi Soleil; on donna à Versailles, au théâtre Montausier, récemment magnifiquement restauré, des représentations tels qu'en voyait la cour du temps de Molière et de Lulli (*Acis et Galatée* entre autres). A Paris, l'Opéra reprit, également en gala, deux opéras de Lulli, et le Théâtre français remit à la scène avec beaucoup d'à-propos l'*Esther* de Racine; sans compter de nombreuses pièces classiques données aux théâtre subventionnés et à d'autres (ainsi une reprise originale du *Misanthrope* dans un décor oriental aux Ambassadeurs). N'oublions pas les fêtes de Reims à l'occasion de la cathédrale restaurée (en juillet) et qui valut un grand spectacle scénique, *Les grandes heures de Reims*: une pièce du poète Henri Ghéon, en trois parties; Le Baptême de Clovis, Le Sacre de Charles VII, La Passion de Reims; en outre sur le parvis de la cathédrale, les "Théophiliens" de Paris jouèrent le fameux *Mystère d'Adam* du XII^e siècle. On célébra à Paris le centenaire de la Société des Gens de Lettres avec solennité; réceptions du Président de la République, de la Ville de Paris, et de l'Académie française (cette dernière dans le beau parc de Chantilly). La Comédie française célébra avec éclat le centenaire de *Ruy-Blas*, et il faut citer un amusant *Ruy Blas* 38—un valet qui fait de la politique—adapté par P. Chainé d'une pièce hongroise par Bus-Fekete. Une ovation vraiment royale fut offerte à Yvette Guilbert, la fameuse diseuse de chansons, à l'occasion de ses cinquante ans de dévotion à son art; il y avait, à la Salle Pleyel, le Ministre de l'instruction publique, des représentants de l'Académie française, de l'Académie Goncourt, de la Société des Gens de lettres, du Clergé même. A l'occasion de la réunion annuelle des cinq académies sous la coupole de l'Institut, en octobre, G. Duhamel lança une nouvelle attaque contre le modernisme; cette fois il visait particulièrement le cinématographe.

Comme chaque année un grand nombre de "prix littéraires" furent adjugés; il n'est pas possible de les nommer tous; relevons: Le "Grand Prix de litt. de l'Académie" au poète Tristan Derème pour l'ensemble de son œuvre; le "Grand Prix du roman" de l'Académie à Jean de La Varende

pour *Le Centaure de Dieu*; le "Grand Prix d'Académie" à Alex. Arnoud pour *Le Rossignol napolitain* (1937); le "Prix de litt. coloniale" à René Guillot pour ses contes, *Frontières de la Brousse*; le "Prix de la critique" fut partagé entre Yves Gandon des *Nouvelles littéraires*, et Marius Richard de la *Revue de France*. Les principaux prix de la fin de l'année sont: "Prix Lasserre," à Marcel Jouhandeau, pour *Chroniques maritales* et *Le Jardin de Cordoue*; le "Prix Goncourt" à Henri Troyat, pour *L'Araigne* (il avait reçu en 1937 le "Prix populiste"); le "Prix Femina" à Félix de Chadournes, pour *Caroline ou le Départ pour les îles*; le "Prix Renaudot" à Pierre-Jean Launay, pour *Léonie la bienheureuse*; et le "Prix interallié" à Paul Nizan, pour *La Conspiration*. Le "Prix Léon Barthou," attribué pour la première fois, à une femme, Marcelle Tinayre, pour l'ensemble de son œuvre. Le "Prix Emile Augier" à F. Mauriac pour sa pièce *Asmodée* (1937-38). Le "Prix Petitdidier" de poésie, à André Mary pour ses derniers recueils; le "Prix Blémont" de poésie à R. Girardeau; le "Prix Verlaine" à Ph. Chabaneix.

Poésie.—La production demeure abondante, et pour les détails on trouvera les renseignements les plus compétents dans le *Mercur de France*, aux articles réguliers du vétéran André Fontainas. Tirons hors de pair certains noms, d'ailleurs familiers: Paul Claudel, *Un poète regarde la Croix*, Nicolas Beaudoin, *Dans le songe des dieux*; Pierre Jalabert, *La couronne de lumière*; Henriette Charasson, *Sur la plus haute branche*. Tristan Derème, le lauréat de l'Académie, ajoute un volume à sa collection de poèmes d'ironie fantaisiste, *Le poème des Griffons*. Un écho des âges symbolistes nous parvient par Henry Charpentier (nouvel élu à la jeune Académie Mallarmé) avec *Signes*, dans la veine de Moréas; dans un autre recueil *Diptyque*, il rappelle Virgile dans des vers qui semblent s'inspirer de la prosodie de Baïf. Ajoutons qu'une tentative de ramener l'attention sur le vers métrique opposé au vers syllabique, fut faite par Charles Massonne, *Vers et versets*; il appelle son vers "accentuel," et compte jusqu'à sept "syllabes accentuelles" dans un vers. Un autre poète, Yvan Goll propose toute sorte de modernismes prosodiques dans un recueil qu'il appelle allégoriquement *Jean-sans-Terre*. Le genre cryptique est cultivé par Jean Dyssord, *Les dés sont jetés*. Paul Eluard *Cours naturel* représente toujours le sur-réalisme.

On signale des éditions définitives des poésies de Raymond de Tailhède, et de Vaillant-Couturier, le poète révolutionnaire. Enfin signalons un article sur la Poésie belge contemporaine, par G. Charlier dans la *Revue de France* (août).

Théâtre.—La note sévère, tragique même, continue à dominer. L'année 1938 s'ouvrait avec *La sauvage*, par Jean Arnouilh, où Mme Pitoëff jouait le rôle d'une jeune fille, née et élevée dans un milieu sordide et bohème; elle a l'occasion de fuir cet entourage pour un mariage dans les milieux fortunés—elle finira par jeter ses robes et ses bijoux pour aller partager la

misère et la souffrance de ses gens. Tout aussi pénible, quoique dans un sens un peu différent, était la pièce de Vialar, *Les indifférents* (tirée d'un récit de Moravia, romancier de Haïti), qui nous tranporte dans un milieu de blasés, <indifférents> à tout, sans qu'il reste la moindre trace de vie à laquelle se raccrocher. Roger Vildrac nous a accoutumés depuis longtemps à ne voir la vie que sous son côté sombre—il n'y a pas moins de trois suicides dans *Les demoiselles du large* (Théâtre de l'Œuvre). Un nouveau Venu, Perrey-Chapuis, s'est fait applaudir dans une pièce violente et dure *Frénésie*, et un vétéran, Emile Fabre, dans *Paris-Babel*. Marcel Achard côtoie le freudisme et l'anormal dans *Adam*: un homme et une femme se disputant les faveurs d'un ami (Gymnase). Dans une autre pièce de M. Achard, représentée par Juvet (Athénée) *Le Corsaire*, on trouve une tentative de mettre sur la scène un phénomène du monde occulte: une actrice, à Hollywood, joue le rôle d'une femme captive de pirates voici quelques siècles, et tout à coup elle reconnaît exactement la scène de son malheur—elle est une réincarnation de la victime. La pièce de 1937, *Altitude=3 200*, avait paru renfermer de grandes promesses pour le talent de Julien Luchaire; on s'est enthousiasmé un peu moins pour son essai, cependant original, et qui rappelle Giraudoux par le ton, *Un femme qui s'en va*; c'est le thème ancien de la *Bérénice* de Racine traité avec humour; lorsque Bérénice apprend que décidément l'empereur Titus l'abandonne pour demeurer fidèle à ses devoirs d'empereur, elle se détourne de lui avec un suprême mépris: pas un homme, seulement un empereur! Giraudoux a lui-même donné une nouvelle fantaisie sur le thème de l'amour dans un petit acte donné au Français, *Le Cantique des cantiques*—une jeune femme qui hésite entre deux amoureux, un homme mûr, sage et sûr, et un jeune étourdi qu'elle connaît à peine; elle se décide pour le jeune étourdi. L'année s'est terminée sur cinq pièces à succès indiscutable: *Le Duo*, le roman de Mme Colette (1937) adapté pour la scène par Géraldi—on imagine ce que peut donner une discussion sur l'amour quand deux spécialistes comme Mme Colette et Géraldy, l'auteur d'*Aimer*, combinent leurs talents; *La terre est ronde*, par Salacrou, mis à la scène par Dullin qui joue le rôle de Savonarole, celui-ci présenté d'abord comme le jeune libertin de Florence, puis comme le prédicateur farouche attaquant la cité perdue de vices, puis brûlé sur le bûcher comme un fanatique; F. Cocteau, *Les parents terribles*, une contre-partie bien digne des *Enfants terribles*, sa précédente pièce; les parents, dans le désarroi du monde moderne, paraissent en effet pires encore que les "enfants"—ce n'est pas peu dire; Sacha Guitry, *Un monde fou*, dont l'idée n'est pas fort originale—des personnes parfaitement raisonnables dans la vie et qui se conduisent d'une façon absurde quand ils s'avisent d'aimer; mais le brio de Guitry emporte tout; enfin la *Dulcinée* de Gaston Baty, tirée par le célèbre homme de théâtre de Don Quichotte: Dulcinée reçoit la bénédiction de Don Quichotte qui va mourir; elle se croit une créature destinée à réformer les hommes, souffrant de la même illusion que le chevalier à la

triste figure; les hommes se moquent d'elle, mais elle préfère mourir martyre en conservant la croyance en sa mission.

En face de toute cette littérature de drame ou de satire, on ne peut signaler que peu de pièces de mérite dont la note soit souriante; citons, cependant, *Le maître et le valet*, par Armont et Marchand, dont V. Boucher assura le triomphe à la Michodière; André Puget, *Les jours heureux*, spirituel et léger qui fit écrire à plusieurs critiques le nom de Musset; *J'ai dix-sept ans*, par Paul Vandenberghe, qui nous montre un jeune homme d'autrefois, honnête, heureux de vivre, innocent peut-être mais infiniment sympathique, et qui sait montrer, au cours d'une grande épreuve dans sa vie de famille, un beau courage; enfin un des grands succès de l'année *Le bal des Voleurs* par Arnouilh, une pièce où le chant et les ballets même animent la pièce, et qui rappelle les jours du théâtre gai de Labiche (la musique est de Darius Milhaud). Cette pièce précipita même un débat, certains prétendant que le théâtre de l'avenir verrait se répandre cette association intime des deux arts dramatique et musical (voir *Le Temps*, 3 oct. 1938). Il faut faire une place ici à deux pièces historiques, *Le Roi Soleil*, de Saint-George de Bouhélier, à propos du tricentenaire de Louis XIV; et *Tricolore*, par Lestríguez, qui met à la scène une fois de plus Théroigne de Méricourt une héroïne de la Révolution—une sorte de <pièce à grand spectacle> offerte par la Comédie française. On a dit beaucoup de bien de la pièce *Jeanne d'Arc ou la Vie des autres*, par René Bruyez, représentée à Orléans à l'occasion des Fêtes votives de Jeanne d'Arc—jusqu'ici la pièce n'a pas été donnée à Paris; il en a été question pour l'Odéon (l'auteur s'était fait connaître par *Le Triomphe du silence*). Enfin, une pièce d'un caractère quasi-religieux, en un acte, au Théâtre français, est *Le Fanal* par Gabriel Marcel, le lauréat du Prix Eugène Brieux en 1937. Rappelons encore une pièce sur le problème des réfugiés, *La fenêtre ouverte*, par Maurice Martin du Gard; et un *Verlaine* en 4 actes, par Maurice Rostand.

Parmi les nombreuses "reprises"—et on sait que grâce aux scènes subventionnées le répertoire classique doit être pris en considération chaque année,—on a beaucoup discuté en 1938 la représentation d'une des plus amusantes farces de Labiche, *Le Chapeau de paille d'Italie*; et c'est au Théâtre français qu'on l'a joué, et qu'on l'a joué en soulignant le côté farce. Il y eut beaucoup d'autres "reprises," mais dont l'énumération allongerait beaucoup cet article. Pour la même raison de brièveté, il faut rappeler seulement en passant l'activité de diverses troupes comme les Comédiens routiers, le Théâtre des quatre vents, le Théâtre des quatre saisons (venu aussi à New York), le Théâtre de l'Oncle Dominique (pour enfants); et, d'autre part, l'importance qu'ont pris en France—comme en Amérique—les théâtres de la saison d'été; en France, la plupart des représentations ont lieu en plein air, dans les anciens théâtres romains dont le midi est parsemé, à Orange, à Vienne, à Carcassonne; dans le nord, le

Théâtre des Vosges, à Bussang, dirigé par Pottecher, a connu aussi une excellente saison.

Quant aux pièces étrangères, plusieurs ont eu un succès considérable; l'*Othello* de Shakespeare, arrangé par Paul Sarment (qui jouait Jago), au Théâtre de Monte-Carlo; *Aden de Faversham*, le drame apocryphe de Shakespeare, arrangé par Henri Lenormand; le *Plutus* d'Aristophane reconsitué par Dullin pour sa scène de l'Atelier; et, également monté par Dullin, la pièce si tragique et si violente de Garcia Lorca, *Noces de sang*; enfin mentionnons, au Théâtre du Peuple—organisé par les groupes politiques de gauche et qui jouent à l'ancien théâtre Sarah Bernhardt, *Pont-aux-Cabres*, de Lope de Vega qui raconte la croisade d'une espèce de Jeanne d'Arc conduisant les paysans à la révolte contre les barons oppresseurs; la pièce est adaptée par J. Cassou et J. Camp.

Publications sur le théâtre qui ont suscité la discussion: Jean-Richard Bloch, *Destin du Théâtre*, et Pierre-Aimé Touchard, *Apologie du Théâtre* (voir aussi plus bas, sous <Histoire littéraire,> deux ouvrages fort importants sur Corneille).

Roman.—Pour mémoire seulement: Jules Romains, *Les Hommes de Bonne Volonté*, continuent avec vol. xv et xvi *Prélude de Verdun*, et *Verdun*; Duhamel, *Cécile parmi nous*, vol. vii de la *Chronique des Paquier*. De même citons les titres seulement des romans d'auteurs dont on connaît l'esprit et le style: Henri Bordeaux, *Le Gouffre*; P. Benoît, *Betçabé*; H. Bachelin, *M. Hildefonse*; Mme Colette, *Le Toutounier*; Binet-Valmer, *L'héritage*; A. Billy, *Nathalie*; J. Chenevière, *Valets, dames, roi*; A. Thérive, *La fin des haricots*; et d'un vétéran du Symbolisme Ferd. Herold, *Amants hasardeux*...

Quelques mots des grands prix: J. de la Varenne (Grand Prix du roman, Académie), *Le Centaure de Dieu*, où on retrouve Nez-de-Cuir (1937), mais dont le héros est un neveu dans l'âme duquel se livre un combat singulier entre sa passion pour le cheval et une vocation spirituelle—livre écrit avec le même feu qui avait fait l'admiration du lecteur l'an dernier; un autre volume du même auteur, *Les Manants du roi*, esquisse l'histoire d'une famille de haute noblesse au cours de 150 années. Henri Troyat (Prix Goncourt) *L'Araigne* fait la psychologie d'un être timoré, sensible jusqu'à la morbidité—un de ces êtres pitoyables, un peu de la famille du Salavin de Duhamel; Pierre-J. Launay (Prix Renaudot), *Léonie la bienheureuse*, décrivant le calvaire d'une paysanne honnête et pieuse dont le mari se laisse égarer par une rivale coquette; elle finit par avoir recours à la sorcellerie, mais elle recule devant les scènes d'incantation dont elle doit être témoin; le martyre de son existence prend fin par suite d'un accident, et elle meurt en offrant son âme à Dieu. Paul Nizan (Prix interallié) dans un livre remarquable *La conspiration*, conte l'histoire lamentable de trois étudiants, intellectuels achevés, qui en arrivent à vouloir tenter de renverser le gouvernement; ils n'aboutissent qu'à un échec pitoyable—il est

impossible de ne pas penser au roman *Les déracinés* par Barrès (1897) qui avait décrit une semblable aventure au temps de la crise de l'affaire Dreyfus. Par une curieuse coïncidence, à peu près simultanément, paraissait un autre roman, fort intéressant aussi, Par R. Millet, *L'ange de la révolte*, où l'on voit quelques jeunes gens sortis ceux-ci des rangs du peuple, et qui conspirent au nom d'idées communistes: l'échec n'est pas moins complet. (Paul Nizan est rédacteur au journal *Le Temps*, Millet est rédacteur au journal socialiste *l'Humanité*!!)

Parmi les romans inspirés par les événements politiques, signalons seulement *Le volontaire*, par Pierre Frondaie, qui tente une analyse psychologique objective de l'état d'âme fasciste; *Glaieul noir*, par Lucien Malvaux, un récit extrêmement dramatique dont l'héroïne est une femme engagée dans la Croix rouge en Espagne; *Roc de Gibraltar*, par Joseph Peyre, une histoire d'espionnage. Le ton plutôt gaillard de *Cinq de campagne*, par E. Grancher, qui ramène au temps de la Grande guerre surprend, rappelant pas mal le ton du *Gaspard* de René Benjamin en 1915. Une amusante satire de la guerre, par L. Pergaud, rappelant par certains côtés les récits de Rabelais dans son Gargantua, a connu le succès, *La guerre des boutons*; récit reproduit sur l'écran et dont le succès à New-York n'a pas été moindre qu'en France.

Le roman régionaliste ou paysan qui a connu une si belle floraison ces dernières années avec Giono, Raymonde Vincent, Roussel, Rogissant, a valu au lecteur en 1938 un nouveau roman de Maurice Genevoix, *Bernard* — ce Bernard étant le fils de Benoit Chambarcaud d'un précédent récit *Tête baissée*; et un roman des vallées alpestres de la Suisse, par C.-F. Ramuz, *Si le soleil ne revenait pas*.

Le monde de l'au-delà forme la toile de fond pour plusieurs récits: *L'amateur de fantômes*, par G. Mourey: un homme, victime d'un accident d'automobile, revit une de ses existences antérieures, au temps de la brillante civilisation de la Grèce, et en se réveillant au XXe siècle, il constate que tous les progrès matériels dont notre temps est si fier n'ont rien ajouté aux facultés de jouissance réelles de l'humanité. *L'ombre de la Barraquer*, par C. J. Odia, très dramatique, n'est d'ailleurs qu'une aventure assez banale, mais rendue plus terrorisante par la présence de fantômes et par des suicides. Marie Gevers étudie l'état d'esprit des Flandres à l'époque où la croyance aux forces surnaturelles, la sorcellerie en particulier, était commune, dans *La ligne de vie*.

Le mouvement d'Oxford a poussé des racines assez profondes en certains pays d'Europe, ainsi dans la Suisse française, et M. Barbey de Genève, publie sur ce sujet *Le crépuscule du matin*; et le romancier alsacien Fréd. Urmatt offre un récit sur la curieuse secte des "Pentecotistes," *Les Possédés du Saint-Esprit*.

Comme au cours de toutes ces dernières années les récits sombres, désespérés et d'ailleurs fort méritants, ne manquent point en 1938, tels:

J. P. Sartre, *La nausée*, fort louée par la critique et dont l'esprit est suffisamment indiqué par le titre; André Richaud, *La Barette rouge*, un homme qu'une enfance terriblement tragique a conduit à la révolte, au désespoir et à l'assassinat; surtout Jean Guirec, dont le thème, dans *L'enchantement de la nuit*, est à peu près le même; sortie d'un milieu sordide, une jeune fille n'aspire qu'à être délivrée du cauchemear de son existence; un jour elle faute et se suicide. Toujours dans la même note: Pierre Frédérisse, *Le tir aux hommes*. George Blond, *Prométhée délivré* rappelle beaucoup le *Monsieur le Trouhadec saisi par la débauche*, par J. Romains; mais c'est d'un politicien ici qu'il s'agit. Cécile Lothe dans *Maman Joujou* continue la galerie de ses victimes des existences condamnées à la vie des taudis des villes modernes. La note du freudisme et des domaines voisins perce dans certains récits de premier ordre mais pénibles; Ch. Braibant, *Le soleil de mars*—un enfant initié trop tôt aux secrets de la sexualité; Ch. Mégret, *Ils sont déjà des hommes*—qui est situé dans une institution pour orphelins sortant de milieux dits d'artistes; la critique a salué unanimement le roman de Robert Francis *Brune*, étude qu'on pourrait qualifier de psycho-analytique à propos d'une femme assoiffée d'amour.

Un petit roman allégorique de Luc Durtain, *Voyage au pays des Bohohom*, est une fantaisie dans la manière de Swift, Voltaire ou Anatole France: Survolant les nuages en avion, il semble à l'auteur que ces nuages prennent des formes humaines, énormes, mais vaporeuses, sans aucune consistance, comme les pensées des hommes; ils sont agitées à tous les vents et par les moindres souffles; ils se nomment Edredons, Illustres éblouis, Tourbillons, . . . et tout cela évoque le souvenir des vagues rêves de nos démocraties modernes—la réalité en est-elle autre chose que des jeux de nuages?

Les dames ont apporté leur contribution au chapitre roman. Outre Mme Colette, *Le Toutounier*, citons *La Proie* d'Irène Némiroski (toujours très sombre); André Corthis, dans *Masques*, paraît vouloir imiter le tragique de Mauriac; Hedwige de Chabannes, aviatrice, qui dans *Port de l'air* tente une psychologie de l'aviateur; enfin Gilette Ofaire, dont le premier roman, *Sylvie Vesey* a fait beaucoup espérer; c'est le récit d'une enfance très malheureuse et ses suites.

Parmi les nombreuses collections de nouvelles, citons: Mauriac, *Plongées* (où l'on retrouve Thérèse Desqueyroux); Duhamel, *Le dernier voyage de Candide*; Henri Duvernois, *Le vieux drame* (posthume); J. Chadournes, *Claire* (coll. Contes de France); Blaise Cendrars, *La vie dangereuse*; Simeon, *Les sept minutes*; May Yourcenar, *Nouvelles orientales* et *Les songes et les sorts*. Jules Supervielle, *L'arche de Noé*; L. Pergaud, *Mélanges* (histoire de loups et autres nouvelles); A. Demaison, *La nouvelle arche de Noé*; etc.

Divers.—Des volumes importants de mémoires: M. Barrès, *Mes cahiers*, vol. ix (contenant les notes sur les années de guerre); Julien Green, *Journal* (relatant son voyage en Amérique et ses impressions de retour); Julien

Benda, *Un régulier dans le siècle*, continue des révélations ou des confessions sur une vie de désenchantement (faisant suite à *La jeunesse d'un clerc*, 1937). Plusieurs publications sont remarquées qui évoquent des souvenirs personnels dans un sens moins égotiste: Roland Dorgelès, *Frontières, Massacres sur l'Europe*; A. Malraux, *Espoir*, et *L'Espagne en sang*; Bernanos, *Les grands cimetières sous la lune* (aussi surtout au sujet des massacres en Espagne); avec l'accent sur la note du sarcasme amer: R. Benjamin, *Chronique d'un temps troublé*. Le problème juif est traité d'une façon sauvage (et adverse) par Céline, *Bagatelle pour un massacre*; mais on peut se délasser de ce torrent d'injures en lisant de l'humoriste La Fouchardière, *Histoire d'un petit Juif*. Les frères Tharaud, en même temps qu'il publiaient le vol. II de leurs *Les mille et un jour de l'Islam: Les grains de la Grenade*, donnent un écrit de beaucoup d'actualité, *Alerte en Syrie*. La fin de l'année a vu paraître des pages et bien caractéristiques d'Henri Montherlant, *Equinoxe de septembre* (paroles énergiques inspirées par les jours de l'accord de Munich). Une voix s'est élevée pour vanter la manière forte de l'homme d'Outre-Rhin, A. de Chateaubriant, *Gerbes de forces*.

L'art dans l'évocation du passé continue à séduire auteurs et lecteurs: Marius-Ary Leblond donnent le second volume de leur *Vercingétorix*; P. Morand donne une *Isabeau de Bavière*; P. Reboux *La belle Gabrielle qu'aima Henri IV*; La Varende une *Anne d'Autriche*; Mongrédien une *Vie privée de Louis XIV*; P. Gaxotte, un *Frédéric II*; Marcelle Tinayre une *Madame de Pompadour*; Aubry un *Sainte-Hélène*; etc.

Histoire et critique littéraires.—Les érudits ont donné toute une série de textes et de commentaires: Villehardouin, Villon, Amyot, Ronsard, Scarron, Calvin, Boileau, Malbranche, V. Hugo, Ghil.

Quant aux études: un *Montaigne* par Strowski, une *Vie et œuvres de Rabelais* par George Lothe, deux volumes de L. Wencélius sur Calvin (*Esthétique de C. et Rembrandt et C. qui auraient dû être mentionnés en 1937*). Au XVII^e siècle: Un *Corneille* très vivant et un peu paradoxal, par R. Brasillach; puis une grosse thèse de 800 pages par L. Rivaille *Les débuts de Corneille* où est étudié en détail l'épisode de Catherine Hue—si elle a ou non inspiré Mélite; Ch. Adam, *Descartes et ses amitiés féminines*; Mme Saint-René Taillandier, *Mme de Sévigné et sa fille*; et deux livres importants d'un point de vue différent: le *LaFontaine* d'Aug. Bailly, et *Les cinq tentations de LaFontaine*, par J. Giraudoux. Au XVIII^e siècle: Beaucoup sur Voltaire: John Charpentier, *Voltaire*, très dénigrant; et Norman Torrey, qui a toutes les indulgences; voir aussi G. Piguët, *M. de Voltaire et la vérité sur sa vie amoureuse*; puis encore plus particulièrement la publication de *Lettres d'Alsace* (à Mme Denis), par G. Jean-Aubry, éd.; et *Belle et bonne, une fervente amie de Voltaire* (Mlle de Varicourt) par Jean S. R. Naves, *Voltaire et l'Encyclopédie*. H. Gillot, *Diderot, L'homme, ses idées philosophiques et esthétiques*; enfin Rt. Gaillard, *La pédagogie de Montaigne à Rousseau* (pas très nouveau), et les *Annales J. J. Rousseau*,

vol. xxv. Au XIXe siècle: publication, par Mme Beaunier, des *Carnets de Joubert* commentés par feu-A. Beaunier; Chateaubriand a inspiré à lui seul toute une littérature; outre les conférences d'A. Maurois publ. dans la *Revue hebdomadaire* avant de paraître en volume—et qui fut aux yeux de beaucoup le livre du jour, on doit mentionner: de la plume de l'érudit bien connu M. Duchemin, *Chateaubriand, Essais de critique et d'histoire littéraire*; P. Jourda, *L'exotisme dans la littérature depuis Chateaubriand*; à quoi il faut ajouter Alf. Béguin, *L'âme romantique et le rêve* (qu'il aurait fallu indiquer déjà pour 1937); et J. Marsan, *Autour du Romantisme*. Quant à Mme de Staël il y a: une *Bibliographie* par P. Em. Schazmann; Ctesse Jean de Pagne, *Aug. Guill. Schlegel et Mme des Staël*, et Yvonne Bézard, *Mme de Staël d'après ses portraits*. Voici Stendhal: P. Arbelet, *Louison ou les perplexités amoureuses de Stendhal*; H. Martineau, *Stendhal, Table alphabétique des noms cités dans l'éd. du Divan*. Balzac: E. Barbery, *En marge de la Comédie humaine*; S. de Korwin Pietrowska, *Evelyn Hanska de Balzac* (Préface par Bouteron) et Bouvier et Maynial, *Les comptes dramatiques de Balzac*. Cl. Grillet, *La Bible dans Lamartine; Lettres de Mérimée à Fanny Lagden* (Coll. Etudes de litt. étrangère); Francis Veuillot, *Louis Veuillot*; Sainte Beuve, vol. III de la *Correspondance*, éd. par Bonnerot; par le même, *Bibliographie de l'œuvre de Sainte-Beuve* (530 pp.); B. Weinberg, *French Realism, the critical reaction* (PMLA); Joseph F. Jackson, gros ouvrage sur *Louise Colet et ses amis litt.*; Marie-Louise Pailleron, *George Sand, Histoire de sa vie*; Ant. Adam, *Le secret de l'aventure vénitienne*; ici, signaler un article de la *Revue des Deux Mondes*, par P. Souchon sur «Juliette Drouet épistolière»; Abel Lefranc, *Renan en Italie*; Robert Mahieu, une belle étude sur *Le Théâtre de Théophile Gautier* (PMLA, March); de Baudelaire on a publié des *Journaux intimes* (*Mon cœur mis à nu*), et John Charpentier a un livre sur *Baudelaire*; J. Conrady, *Fr. de Curel* (Liège); M. L. Bidet, *Les écrivains de l'Abbaye* (Duhamel, J. Romains, Ch. Vildrac, René Arcos, Luc Durtain, G. Chennevière); Un «état présent des études» sur *Descartes*, par J. Boorsch, sur *Verlaine* par C. Cuénot; Yves Gandon, dans son *Démon du style* (art. des *Nouvelles litt.*), traite de Montherlant, Gide, Suarès, Duhamel, Chardonne, Bernanos, Giono, Mauriac. On ne peut laisser passer sans les signaler les vivants *Mémoires en Vrac*, de Jean Ajalbert qui nous reportent aux jours agités du Symbolisme. E. Noulet publie un étude admirative sur *Paul Valéry*; Amélie Fillon une autre, plus exaltée encore, sur *André Maurois*; René Lalou a un *Roger Martin du Gard*. Henri Peyre donne *Hommes et Œuvres du XXe siècle*.

Signalons G. Charlier, *Les lettres françaises de Belgique, Esquisse historique* (Renaissance du Livre).

La *Bibliographie des auteurs modernes* par Talvart et Place (1801–1936) s'est augmentée d'un 6^e volume (contenant par exemple Flaubert, France, Gautier, Gaboriau).

Personalia.—L'Académie française a reçu: Jacques de Lacretelle (27

janv.) et Léon Bérard (3 mars). Elle a élu Ch. Maurras (9 juin) pour remplacer R. Doumic, A. Maurois (23 juin) pour remplacer Me Henri-Robert; Jérôme Tharaud (1 déc) pour remplacer Joseph Bédier. L'Académie Goncourt a élu René Benjamin (1 juin) pour remplacer Raoul Ponchon. L'Académie Mallarmé a élu Henry Charpentier (date ?).

On déplore la mort de Joseph Bédier, de l'Académie française et, jusqu'à récemment, Administrateur du Collège de France; Ferdinand Brunot, l'illustre historien de la langue française et ancien Doyen de la Faculté des Lettres de l'Université de Paris; d'Henri Kistemaekers le dramaturge; de Francis Jammes, le poète symboliste et chrétien; d'Edouard Champion, le bibliophile.

A Study of Some of the Possible Factors Involved in Foreign Language Learning¹

DOROTHY TILDEN SPOERL

Springfield, Massachusetts

(*Author's summary.*—A study of language learning through tests shows definite correlation with intelligence for women, none for men, suggesting the presence of diverse factors. There was no correlation for Ascendance-Submission or Form. Relation between German grade and scholastic standing indicates that language ability is not an isolated type of learning.)

THE whole problem of the basic elements involved in the learning of a foreign language seems to have been meagerly investigated, and there is little agreement among those who have done work with the problem. More work has been done in the field of language teaching, as to methods and materials, but this does not here concern us.

In general there seems to be a rather definite agreement that intelligence is not the only factor involved in the learning of a foreign language. But just what factors tend to lead to linguistic ability has been more frequently postulated than definitely determined.

In an article on "Prognosis in German," Sister Virgil reports that, "The findings of investigations of the prognosis of success in high school and college foreign language classes warrant the following tentative conclusions: . . . Intelligence quotients seem to have a better predictive value for high school foreign language success than for that in college; but in neither case are the correlations sufficiently high to be taken as a single index of success. . . . Average marks in the upper grades of the elementary schools correlate more closely with foreign language marks than do intelligence quotients."²

Again, J. W. Hawthorne, writing in the *Journal of Genetic Psychology* says of tests made in an attempt to measure certain phases of speech, "That these tests are measuring something other than intelligence is indicated by their low correlations with intelligence."³ Tests of oral reading rate and rate of picture-naming seemed to him to be "fairly good quantitative measures of speech." (This experimental work did not refer to foreign language in particular.)

Various theories have been advanced by different persons as to what are the elements involved in the language function.

Brachfield⁴ suggests that linguistic talent cannot be traced to intelli-

¹ The author is deeply indebted to Miss Henrietta Littlefield, director of the German Department of American International College (Springfield, Mass.), for suggestions, aid, and criticisms in the conduct of this experiment.

² Sister Virgil, "Prognosis in German," *Modern Language Journal* xx (1936), 275-287.

³ Hawthorne, J. W., "An Attempt to Measure Certain Phases of Speech," *Journal of Genetic Psychology*, x (1934), 399-414.

⁴ Brachfield, O., "Individual Psychology in the Learning of Languages," *International Journal of Individual Psychology*, ii (1936), 77-83.

gence exclusively, but that courage is also important. This is shown in the fact that there is often a sudden turning point between the halting speech of the beginner and the confident speech of the advanced student.

In a study of deaf children Heider has attempted to discover whether there is any correlation in ability in lip reading (possibly a form of language learning?) and the tendency to sort according to form or color. He found that children who sorted by color rather than form made better lip readers, since 67 per cent of the best readers sorted according to color, while only 37 per cent of the poorest lip readers did so. Similar tests with hearing children indicated that form-color preference is "significant for mental structure."⁵

Others make the whole task more simple, as for instance when H. R. Huse says in his book, *The Psychology of Foreign Language Study*, that, "The task of the language teacher, as distinguished from the teacher of literature, art, or ethics, is greatly simplified. Learning a language becomes essentially a memory problem, it is the learning for recognition or recall of a fixed list of units of expression."⁶

We have, then, the suggestions that language learning ability may be related to simple memory, or to intelligence, or a simple form of general learning ability, or that it may have some relation to form-color preference, or be a concomitant of courage: from these we may take our choice!

STATEMENT OF SPECIFIC PROBLEM

In view of the various ideas advanced in regard to factors involved in learning foreign language it was decided to give a number of tests to the German Classes (excluding those taking beginning German) at the American International College. The following tests were chosen because it was felt that they might measure factors which would prove significant:

1. The Henmon-Nelson Test of Mental Ability, Form A, for college students. This was chosen as a test of general mental ability.

2. The Ascendance-Submission Reaction Study (Allport), Form for Women and Form for Men. This test was chosen because it was suggested that possibly the general attitude of the student might affect his reactions to foreign language study. Possibly, it was thought, the submissive person who is willing to accept suggestions and orders will be able to learn more adequately in the foreign language situation. This would naturally include an ability to accept the style and trend of alien discourse which might prove to be one of the stumbling blocks.

3. The Revised Minnesota Paper Form Board Test, Series AA. This was chosen because it was felt that there might be some correlation between ability at form recognition and foreign language ability.

⁵ Heider, F., Abstract 2325 in *Psychological Abstracts* for 1936.

⁶ Huse, H. R., *The Psychology of Foreign Language Study*. University of North Carolina Press. Chapel Hill, 1931.

4. Co-operative German Test. This test was used so as to have a basis, other than the grade given the student in the course, on which to judge his foreign language ability.

With the exception of a few individuals whom it was not possible to secure for all of the tests, the tests were given to all of the advanced students in German. The Henmon-Nelson Test, the Allport A-S Reaction Study, and the Minnesota Paper Form Board Tests were administered by the author. The Co-operative Test was administered by Professor Henrietta Littlefield, Director of the German Department. Thirty-eight students were involved in the study.

Both because the norms for the tests differ according to sex, and because there is a general feeling that a sex difference pertains in language ability, the correlations between the various tests for the men and women were kept separate. The following are the resulting correlations:

Correlations of Tests of Women

Grade in German and Co-operative Test	+ .734
Grade in German and Allport A-S Test	+ .080
Grade in German and Minnesota Form Board	+ .070
Grade in German and Henmon-Nelson Test	+ .629
Grade in German and Average Grade for the Semester	+ .809
Co-operative and Minnesota Form Board	- .043
Co-operative and Henmon Nelson	+ .338

Correlations of Tests of Men

Grade in German and Cooperative Test	+ .349
Grade in German and Allport A-S Test	+ .053
Grade in German and Minnesota Form Board	- .307
Grade in German and Henmon-Nelson	+ .123
Grade in German and Average Grade for the Semester	+ .830
Co-operative and Minnesota Form Board	+ .365
Co-operative and Henmon-Nelson	- .091

In a study of these results a number of factors stand out as deserving of attention.

Sex Differences.—A definite trend toward a sex difference can be noticed. In the case of the relationship between Intelligence and Grade in German the men have a correlation of +.123 (which is less than the probable error), while the women have a correlation of +.629, a little over seven times the probable error.

Likewise there is, in the case of the women, a correlation of +.734 between the grade in German and the grade on the Co-operative Test, while the men's correlation in this case is only half, or +.349.

Average Grades.—Both the men and the women show a definite correlation between the average grade for the semester and the grade in German. In the case of the women this correlation is +.809, and for the men it is +.830. Both so high as to be of real significance.

Intelligence.—As was pointed out in a consideration of sex differences, the correlations with intelligence differ for the men and the women. The women show a correlation of $+.629$ and the men of only $+.125$. In order to determine whether this was an isolated case or a more general trend, the freshman German students were also studied on these two points with the following results:

Freshman men grade in German and Henmon-Nelson $+.385$

Freshman women grade in German and Henmon-Nelson $+.611$

Although the difference is not as great as in the case of the upper classmen it is still clear and definitely marked.

Ascendence-Submission.—Contrary to expectation no significant results were found in the case of Ascendence-Submission when correlated with German. The correlation for both men and women being completely without significance, $+.053$ and $+.080$.

Minnesota Paper Form Board.—Although the correlation between the men's grade in German and their standing on the Minnesota Form Board test was $-.307$, this is only twice the probable error and not significant. The correlation for women was $+.070$.

CONCLUSIONS

From these results it would seem that a few conclusions and indications for future work can be made:

1. That there is no relationship between Language Learning Ability and Form Discrimination; or between Language Learning Ability and Ascendence-Submission seems to be quite clear.

2. There would seem to be a definite sex difference in language learning ability. (a) in the case of the women intelligence seems to be a significant factor; (b) in the case of the men none of the factors studied seems to be a determinant, it is not intelligence.

3. That language learning is not an altogether isolated type of learning is indicated by the fact that there is a very close relationship between the student's grade in German and his average in all of his subjects during the semester. Sister Virgil found this same relationship between students average in elementary school and prognosis for high school German.

4. This study would tend to show that further work might include: (a) Studies on the relationship between auditory acuity and language; between facility in memory and language; or between abstract and concrete thinking and language ability. (b) A detailed study should be made of persons who are gifted linguistically, although there is a distinct difference between ability to learn a foreign language and true linguistic ability. It was not felt that any of the students in this study had true language ability, so no study was made of individuals. Such people do, however, exist.

A Visual Pattern for the Radical Changing Verbs

C. N. STAUBACH

University of Michigan, Ann Arbor

(Author's summary.—A pattern of symbols simplifies the acquisition of the Spanish radical changing verbs for visually minded students (the majority) with no disadvantage to the aurally minded.)

THE Spanish radical changing verbs offer fully as much difficulty to the average student as do the more complex irregulars, especially to the visually minded, who seem to predominate in most classes. That other teachers have observed this fact is shown by the devices offered to assist the student.¹ Unfortunately, the devices the writer has seen do not overcome the student's tendency to run through full paradigms in search of a desired form. This is true of schemes in which the forms are "counted off" numerically, of those in which the changes are emphasized through oral conjugation, and of the usual explanations on the basis of stress and ending. These methods help the student to learn full conjugations and are satisfactory, perhaps, for the development of a recognition knowledge. They do not, however, provide within themselves an obligatory development of flexibility in the use of these verbs from the first. In classes where active knowledge is expected, a device which lends itself peculiarly to this phase of control should be used; it should be of aid to the visually minded in order to reach the largest number.

Many of the writer's students have been helped by the visual pattern here presented. This diagrammatic scheme is taught when radical changing verbs are first met, along with appropriate explanation and drill. Standard paradigms of the tenses affected are represented schematically; different symbols are used for the regular stems, for the break into a diphthong, and for the change into a close vowel.² In the present tenses, the ending-stressed forms of the first and second persons plural are marked off in order that their difference from the other forms may be emphasized. Symmetry is maintained by the repetition of this pattern; the differences stand out through the use of different symbols. The diagrams for the three classes are shown in the accompanying table.

With the diagram worked out on the board, model verbs of each class are run through; the students follow the schematic paradigms as they repeat the verbs aloud. They are assigned similar practice for home work. Very soon—often on the first day—it is found that the instructor can mention an infinitive, point at random to a form on the diagram, and get an immediate correct response from the class. During the first few days of their acquaintance with radical changing verbs the students are urged to keep the diagram before their eyes while working. They soon can visualize the whole picture, focus on a given spot at will, and translate the symbol into the needed verb form almost instantaneously. In oral and written exer-

¹ E.g., Irving A. Leonard, "The Organization of the Spanish Verb," in *Hispania*, VIII (1925), 29-36.

² This scheme differs only in its fuller development and in its application to Spanish from one presented for French by Marion T. Griggs: "More 'Graphic' Grammar," in *Modern Language Journal*, XVI (1932), 659-666.

cise, in reading, and on examinations, that painful running through paradigms is eliminated; there is far less floundering and practically no turning to reference tables of the verbs. From the first, the student uses the verb in nearly the normal, automatic way. It is not long before he can dispense with even the diagram and acquire that spontaneity which is the mark of real active control.

While this device is of especial benefit to the visually minded, it is no handicap to the others. Plenty of oral drill must be provided as with any device, for the scheme should aid the student to develop aural and oral ability. The aurally minded are thus provided for automatically.

DIAGRAMS OF THE RADICAL CHANGING VERBS

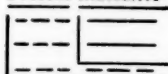
Normal stem: ———

Diphthong stem: — — —

Close vowel stem: x x x

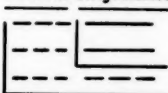
CLASS I

Present indicative



sing. imperative

Present subjunctive

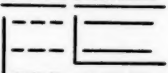


CLASS II

Pres. participle

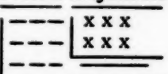
x x x

Present indicative

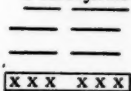


sing. imperative

Present subjunctive



Past definite



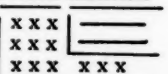
imperf. subjs.
future subj.

CLASS III

Pres. participle

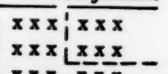
x x x

Present indicative

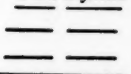


sing. imperative

Present subjunctive



Past definite



imperf. subjs.
future subj.

The German School of Middlebury College

AUGUSTE UTERMANN

Salt Lake City, Utah

FOR a delightful and enjoyable as well as profitable summer, many students, teachers, musicians, and others interested in perfecting themselves in the conversational use of the German language and broadening their acquaintance with German literature and culture, halted their vacation travels last season for a six weeks' sojourn in Northern Vermont. They came from all parts of these United States as well as from Canada. Some were undergraduate students while others were working on their "Magister" or "Doktorat." Despite the fact that they were on different rounds of this educational ladder they had that common interest to speak and understand the German language better. This was the magnet which attracted all of them to the heart of the Green Mountains.

There nestled in one of the valleys is the quaint little New England village of Bristol, the home of the Middlebury College German School. A more ideal spot could not be found. The hustle and bustle of the city is lacking and beauty and friendliness reign everywhere. Around the typical New England town square are the school, inn, post-office, town hall, churches and lovely large, freshly painted white houses with their velvety green lawns and colorful attractive flower gardens. In these homes the students of the German school have comfortable rooms. At the inn are the dining hall and social room as well as a lovely garden where students and faculty can enjoy the outdoors and at the same time read or study in the comfortable garden chairs under the big shade trees.

In these pleasant surroundings one has indeed an opportunity for unique training. One hears, speaks, and soon thinks only German, for everyone is under pledge to use that language as the sole means of communication. Conditions here correspond as nearly as possible to study in Germany. All classes are under the instruction of German-born and German-educated professors. They come from representative schools of America: Johns Hopkins, Oberlin, Yale, Wisconsin, Middlebury and Brooklyn College. They therefore understand American life and schools and particularly the American student. Everyone gets individual attention, for the classrooms are not crowded and the professors are available and willing at all other times to help. Classes in German civilization, literature, and history of the language as well as courses in composition, phonetics, methods and organization of a German Club and the material of its activities are offered. A demonstration school in connection with the methods course, made up of about twenty-five village children gives practical demonstration in first and second year high school German.

The school fully realizes that "all work and no play makes Jack a dull

boy" and so every day after luncheon and dinner, German songs are sung. Each week a lecture, a musical program, and an evening of folk-dancing are given. After the folk dances, students and faculty often assemble in the "Bierstube" for a social hour or two during which time many songs are sung. Frequently students from the French, Italian, or Spanish schools join them in their merry-making so that the walls of the "Bierstube" or social room resound many strange tongues.

Although much enjoyment is had from the daily class work and the dining together of students and faculty, each week end adds more pleasure for it is then they have their "Ausflüge" and climb to the heights of the Green Mountains or go to Lake Champlain or Lake Dunmore for swimming and boating. For relaxation during the week, professors and students have their daily swims in the "swimmin' hole" at Bartlett Falls, or enjoy a game of tennis, a horseback ride, or a stroll to the outskirts of the town, where one can get a beautiful view of Lake Champlain and the Adirondacks. At the close of the last summer there were three outstanding functions: The Folk Dance Festival, the "Magisterfeier" and the "Schlussfeier" which will long linger in everyone's memory. After these festivals, students and faculty members reluctantly left Bristol and continued their summer travels and wended their ways back home. Everyone was happy over the new friendships formed and the work accomplished and was glad he went to summer school for he learned so much and had such fun.

A Good-Will Suggestion to Professors of English

A. M. WITHERS

Concord State Teachers College, Athens, West Virginia

(*Author's summary.*—The future of effective, satisfying teaching of English is becoming more and more clouded by foreign language neglect. The professors of English do not appear vividly enough aware of this fact. They alone can and should bring unremitting pressure to bear in the proper quarters to avert the danger.)

TEACHERS of English who have a properly grounded conception of and concern for the subject are aware of its complete interdependence with certain foreign languages. Professor Ronald Crane has expressed the idea with telling force in saying that he knows of no one in any important academic position in this country, who has distinguished himself by his teaching or writing on subjects connected with the English language and literature, who has not had the benefit of foreign language preparation.

This leads me to give expression to a point of view which I hold in common with many other instructors in foreign languages; namely, that increase in English word consciousness and knowledge of English language structure come, not only more vitally and more completely, but even far more interestingly (a circumstance of vast pedagogical importance) through foreign language study than through any other approach. But before applying a suggestion based on this principle, let us look for a moment at the present status of student English in the United States.

Students now entering college, generally considered, are unprepared in essential word knowledge and grammatical capacity. They are apt in the main to have some excessively puristic notions about minor points of detail, are worried about "shall" and "will," and how to pronounce "either" "neither," "dictionary," and "aunt," but they have nothing resembling a philosophy of language. They find it hard to realize, if they take up French or German, that "I go," "I do go," and "I am going" are on the same tense plane, and logically expressed therefore in these languages by a single form; or that "I must," "I have to," "I am compelled to," "It is necessary for me to," may possibly be equivalent renderings of a single foreign language phrase, utilizable for variety's sake. In other words their English is stiff and inflexible, and such as the gods themselves fight in vain against.

Their lack of knowledge of words, the moment the conversation turns from the street and the kitchen, is tremendous. I have had somewhat unusual facilities for a foreign language instructor in learning the limitations in this regard of present-day students, for I have several times conducted one of those courses in English language study which are supposed to redeem from all ignorance of Latin and French. A typical experience was to find that "adulation" and "cloister" were not known to any one in two large classes of college students; typical also that when, in a French Grammar, which eagerly sought to convince students how they might get away

to a running start by showing that many English and French words are spelled alike and have identical meanings, the word "visage" was enthusiastically included as a case in point, the effect upon the minds of the class was nil, because the word was nowhere within the realm of their vocabulary experience.

Returning to consideration of what is the best approach to English, I do not wish to decry altogether the short courses in word derivation, sometimes referred to optimistically as "philology," which many educationists profess to consider ample for the purposes of those who are to teach English. These courses can be excellent within their brief compass. Their content is interesting, spectacular, and eye-opening. The enterprising student can, under sufficient prodding, drill in the recognition of prefix and suffix values, and a superficial acquaintance with a few important Latin and Greek word elements, together with some attention to the general philosophy of language, at least get on slightly more familiar terms with the longer word element in English. But such a method is infinitely inferior to that of absorbing it through the pores of the skin, as it were, while studying Latin (or Greek) and at least one related modern foreign language, not alone for this but also for other excellent purposes. The mind of the student of English unprepared in foreign language can for a time be keyed up to a point at which the boring into our mother tongue from the outside can really interest, but the process quickly grows stale, interest wanes, and all that remains to the student's vision of the subject is a hazy horizon that will never be any clearer, and the awareness of a gap that can never be bridged. Educationists who are content with such relatively ineffective manipulations in the place of fibre-and-blood accomplishment are either genuine believers in the virtues of mediocrity, or, if sincerely advocating something better than that, simply do not know that Rome was not built in a day, or that art is long.

It is noteworthy that most of the books of recent publication on the English language give paramount emphasis to increasing vocabulary by this, as I conceive it, artificial approach, and the publishers of dictionaries circulate gratis pamphlets formed on the same bases. Nothing in them indicates that foreign language study is a "sine qua non" for teachers of English. Word study is there called "fascinating," as if such adjectives, arbitrarily applied for the multitude, like the words of one person speaking for many in a prayer, could keep alive the flames of linguistic interest. We have, to be sure, in the case of the dictionary pamphlets, a most laudable form of commercial advertising, because the material brought out is extremely valuable for public consumption. We could hardly demand that publishers risk discouragement of sales by insistence that the most effective fuel for driving the English language engine is derivable only from first-hand acquaintance with some foreign tongues, for this is something remote from the thinking of the average adult without worthy language experience,

member of a group that is overwhelmingly in the majority, at least in the United States.

It is not sought to contend that the writers of the above texts and the advertisers of the wonders of the dictionaries do not treat the foreign languages with deserved respect. Such authors and proponents have had extensive language preparation, and understand its far-reaching value. Their failure to accomplish with the necessary fullness their objectives comes in their taking for granted a preparation similar in kind, or at least similar ambitions for personal thoroughness in English through Latin, French, etc., on the part of the student public. To those prepared by some acquaintance with language backgrounds the study of English words is indeed "fascinating." To most others it can give only a very temporary lift of mind and spirit.

To advocate the requirement of some preparation in foreign language for those who are to teach English is certainly not the sole concern of foreign language instructors, nor even fundamentally their concern at all. They indeed are suspect in such a case, throwing themselves open to the charge of spreading purely defensive professional propaganda. Some of them, nevertheless, are taking this risk, whereas, as far as my reading has gone, there have been no public efforts along the same line by English faculties or individual English professors; and yet the latter must be seeing that their student personnel is undergoing a persistent preparational decline.

Desiring to stimulate discussion of the idea of the necessity of some foreign language requirements for English in teachers colleges (teachers of English need good training in English if anybody does), I wrote to representative heads of English departments in several states asking for their personal opinions as to the importance of foreign language preparation for candidates for degrees in English. Their written recognition of the dependence of proficiency in English on such preparation as an incontrovertible fact was a foregone conclusion, and varied from man to man only in degree of enthusiasm. The result for me was not the ascertainment of a truth, but simply a form of testimony more objective than could come directly from a foreign language instructor recommending his own stock-in-trade.

There is of course no lack of cordial intellectual agreement on the present thesis between trained and experienced specialists in languages, but if the matter is allowed to rest here, with English professors merely willing by kind words to soothe the nerves and keep up the courage of foreign language instructors, and not eager to demand some foreign language equipment from their students as a right and necessity, English in America will one day find itself practically divorced from foreign language knowledge, a state which the latter can more readily support than the former. If the teaching of French, Latin, and German is allowed to lapse, from where will competent teachers of them be recruited? and of what worth are graduate

students of English deprived of contact with mother and sister languages and literatures? A member of one of my classes expressed a naïve fear of the consequences of my ultimate retirement from service, as I was the only one on her horizon preaching what I had convinced her was an indispensable doctrine. The thought at first seemed laughable, and the class did laugh. Longer considered, however, it did not appear so fantastic after all, but rather to contain suggestiveness of symptoms of a disease affecting English easily diagnosed as the result of foreign language neglect.

It is unfortunate that either foreign language or English instructors should feel under compulsion to consume time and energy pleading for foreign languages for undergraduate students with majors in English. As has been often remarked, this is the only great civilized country into which a pedagogical theory that they can be safely discarded has ever entered. Fortunately there are still oases in the United States where this theory has not prevailed, and fortunately the American lead in this respect is not inciting any change in other parts of the world. But we cannot for that reason conclude that there will be in this matter in any reasonable time an automatic swing back to a normal and sane generally prescribed policy in our country. There is satisfaction in knowing that the college accrediting associations still insist on the maintenance of opportunities for those who demand foreign language training, but again this is not enough to ward off the danger of the decline and death of such demand in the face of the lowering of linguistic bars by college after college, dominated by trends and dedicated to the conception of leadership as a graceful following of leads. And so, why should we not have a more and more active intervention in favor of rigid foreign language requirements for English language students by those who are emphatically the most concerned, namely, the professors of English?

The Reading Knowledge Test in the Foreign Languages: A Survey

ADOLF I. FRANTZ

Bucknell University, Lewisburg, Pennsylvania

(*Author's summary.*—The reading knowledge tests now in use are still open to adverse criticism. There is great divergence both in the form and in the manner in which they are administered at present. Only by wholehearted co-operation on the part of all college and university teachers can the quality of these tests be improved.)

MOST colleges and universities today make concessions of one sort or another to the brighter-than-average student and to others well deserving of special consideration. The reading knowledge test is a case in point. For some time such a test has been given at Bucknell University to undergraduate students who wished to be exempted from further foreign language study. That this practice rests on sound pedagogical theory is recognized not only locally but by a considerable group of outstanding colleges and universities in all parts of the country, who are giving their students similar opportunities.

However, when administered in the forms available up to this time, the reading knowledge test has not always yielded satisfactory results. It has seemed to us that tests of this type, if constructed by the members of the various departments in question, could be suspected of a rather high degree of subjectivity and lack of validity, and, therefore, possessed only a limited degree of dependability. On the other hand, when tests were brought in from the outside, they seemed to be too difficult and few students were able to pass them. The whole affair proved rather confusing and discouraging not only to our students but to us as instructors as well, and in view of the fact that the University catalogue¹ rather indulgently defines a reading knowledge as "the attainment, on an objective test of such reading knowledge, of a score equal to the average score made by students at the end of three years of work in the language in high school and one year in college (roughly equivalent to that attained by a student after twelve semester hours of college work in the language), together with a corresponding ability in translation," the whole situation constituted a definite challenge to the local language departments to find a satisfactory solution for this problem.

Impelled by the desire to remedy this situation, the author of this paper has made an attempt to get in touch with the heads and ranking members of the foreign language departments (especially German) in other colleges and universities to ascertain what their experiences have been in this respect. Once having embarked upon this enterprise, the modest letter first composed, asking for a bit of information, grew mushroom like into a for-

¹ Cf. *Bucknell University Catalogue*, 1937-38, p. 38.

midable document containing eleven questions covering the various phases of the whole problem.

This questionnaire mailed to the undergraduate departments of fifty different colleges and universities in all parts of the United States called forth a most gratifying response, showing that the interest in the subject is lively and widespread. On this account and because of a number of direct requests, the results obtained are here being presented in an abridged form. The thirty-nine whose foreign language departments (mostly German) responded, were Bryn Mawr, Barnard, Boston, California, Carleton, Dartmouth, Dickinson, Drake, George Washington (Washington, D. C.), Harvard, Illinois, Indiana, Johns Hopkins, Kansas, Lehigh, Miami (Ohio), Minnesota, Nebraska, North Carolina, Ohio State, Pennsylvania, Pittsburgh, Princeton, Smith, Stanford, Swarthmore, Syracuse, Temple, Union, Vanderbilt, Washington, Wesleyan (Connecticut), Williams, Wisconsin, and Wooster. The names of the individuals replying are not given here, rather the schools they represent.

Question 1: *May your students satisfy the requirements in the foreign languages by passing a specially constructed reading knowledge test?* The affirmative replies outnumbered the negative by a narrow margin and came from the following: Barnard, Bryn Mawr, Chicago, Columbia, Cornell, Harvard, George Washington, Ohio State, Illinois, Indiana, Johns Hopkins, Kansas, Lehigh, Miami, Nebraska (only in exceptional cases), Smith, Temple (only in natural science departments), Swarthmore (only in exceptional cases), Syracuse, and Wesleyan. Among the group answering negatively to this question were such large and well-known universities as California, Minnesota, Pennsylvania, Princeton, and Stanford.

Question 2: *What is the nature of the test?* The answers to this question were almost as various as the institutions replying. Bryn Mawr and Kansas allow the use of the dictionary in translating the passages comprising the test. Bryn Mawr, Barnard, Boston, Harvard, and Kansas emphasize reading passages. The Harvard tests contain passages from literature, history, or science according to the student's major interest. The George Washington German test contains passages to be translated from English to German and from German to English, while Johns Hopkins requires sight reading and prose composition, and the Temple test contains both oral and written exercises. Smith requires the translation of passages into English and a summary in English. The Miami tests contain vocabulary, comprehension, grammar, and idiom sections. Finally, at Indiana the students are required to make a paraphrase of a German passage in English and answer German questions based on a German passage in English. Columbia, Lehigh, Ohio State, and Wesleyan emphasize the fact that their tests are standardized.

I take the liberty of quoting in detail the replies from two. Columbia:

This test contains (a) a standardized test (this year we used the Cooperative Testing Bureau Test) and a translation test. Vocabulary is included in the Cooperative Test and also

grammar questions, but the latter are, in essence, rather questions on the exact comprehension of content. (b) In the Cooperative Test there are a large number of questions requiring a very short time for answer. The translation test contains three paragraphs: (1) reading for content with questions to be answered in English on the content; (2) translation of a list of underlined words and idioms and translation of two paragraphs of text; (3) summary of content (200 words) of a passage in German. (c) The test consists, as said above, of two parts, each 90 minutes. The Cooperative Testing Bureau Test was secured from the Bureau; the translation test was prepared by the Department.

Ohio State University:

Our proficiency test is, in reality, a combination placement and proficiency examination which we have constructed in this department. It has been used for the past five years for the purpose of: (a) determining the proper placement of those students who come with two or more years of high school German and also college transfers who have had German elsewhere; (b) determining the proficiency of our own students at various periods within the first two year's work. The test consists of four parts: (1) an oral comprehension test consisting of 20 German questions which are read by the instructor. Answers are to be in English and should indicate whether or not the student has understood the question; (2) a dictation; (3) a reading test; (4) a grammar test in which the students are asked chiefly to recognize various constructions. In all there are 200 points to the test; oral comprehension, 20; dictation, 20; reading, 80; grammar, 80.

Question 3: *Is the test for each department made by the instructors themselves or is it procured from some outside source?* Among those replying to this question, twelve stated that the test was made by the various departments or by committees charged with this duty. In one case only (?) was the test obtained from outside sources, and four used tests procured from the outside as well as those made at home.

Question 4: *How much time is allowed the student to complete the test?* Three, Bryn Mawr, Barnard, and Wisconsin, allow one and a half hours; four, George Washington, Smith, Harvard, and Indiana, two hours; five Columbia, Illinois, Johns Hopkins, Miami, and Wesleyan allow three hours; the University of Nebraska and Temple seem to have no time requirement.

Question 5: *What is considered a passing score?* The lowest required score, from 50-60 per cent, is that reported from the biological and social science departments of the University of Chicago. Bryn Mawr, Nebraska, and Wesleyan require 60 per cent, and two others, Chicago (French) and Temple 70 per cent. The highest score of all, 80 per cent, oddly enough, is the passing mark in the departments of the humanities and physical science at the University of Chicago, which school, as we saw above, also leads the list with the lowest score requirements (50-60 per cent) in the biological and social science departments.

Other colleges and universities have adopted diverse bases for passing or failing students in the reading test. At Lehigh a student is allowed to pass if he shows that he fully understands five out of seven passages. At Barnard a student is either "passed" or "failed" in German; in the French

department he must make a grade of 70 per cent. A professor in the department of German at Harvard writes:

In the marking of papers we ask ourselves these questions: (1) Has the student understood the entire passage? (2) Are there gross errors in the interpretations of the syntax? (3) What seems to be the size of the student's vocabulary? If the sense of the passage is garbled, the paper is out. If there are many errors in interpreting common forms or words, it is out. Four or five such errors in a passage of the given length are enough to throw it out. . . . There is rarely any disagreement among the readers and the decision on the results of these examinations agrees very accurately with the grades made in courses by these men.

Finally, Indiana University reports that each of three examiners grades one question and marks it "good," "fair," "poor," or "failing" and that a fair average on the three questions is passing.

Question 6: *What type of students is encouraged to take this test?* Johns Hopkins, Kansas, and Ohio report that anyone may take them. At Columbia, Swarthmore, Temple, and Wisconsin only a very exceptional student or those who are likely to pass are eligible, and at George Washington those students who have grades above C. At Lehigh, freshmen, who have had at least four years in the language, and at the University of Nebraska students who have a German background due to opportunity to acquire a foreign language at home or in the community, may avail themselves of these tests.

Question 7: *What percentage of the students taking these tests actually pass them?* At Johns Hopkins only one (?) per cent pass, at George Washington, Indiana, Wisconsin, and Barnard 50-60 per cent pass, while at Miami 65 per cent, at Bryn Mawr 70 per cent, and at Temple 85 per cent are successful. Illinois and Nebraska report that most of them pass.

Question 8: *Are you satisfied with the test which you are using? If not, why not?* Twelve replied in the affirmative. Four are more or less dissatisfied. The reply from Chicago states that it is not clear what constitutes a reading knowledge. Wesleyan believes it difficult to find passages with the proper range and style, and Harvard is dissatisfied with the subjective nature of the tests.

Question 9: *How do you define a "reading knowledge" in any one language?* To this question, which is perhaps one of the most difficult to answer and one of the most important, more than thirty replies were received. Whenever possible, because of the similarity of the ideas expressed, I have combined these replies into groups. Seven universities: Chicago, George Washington, Johns Hopkins, Nebraska, North Carolina, Pennsylvania, Pittsburgh, and Princeton define a reading knowledge as the ability to read or translate with understanding or to give the accurate rendering of a relatively difficult text or a reasonably correct translation of a typical text without an excessive use of the dictionary. Three, Carleton, Dickinson, and Kansas, define it as the ability to read and understand without using a dictionary a given passage, or a connected prose passage of normal diffi-

culty, and for Miami University it is the ability to pass the advanced reading test (?) without the aid of a dictionary.

Another group of eight, Columbia, Drake, Illinois, Nebraska, Smith, Temple, Wooster, and Boston University, replied to the effect that a reading knowledge is the ability to get the sense of a moderately difficult passage, the ability to read a text of average difficulty at sight, the ability to get the main ideas of a paragraph with its essential connotations, or, finally, the ability to read with understanding texts of both narratives and other content.

Three others, Bryn Mawr, Barnard, and Princeton, replied that a reading knowledge may be defined as the ability to use a language as a tool.

A further group of universities including Minnesota, Cincinnati, and George Washington, agreed that a reading knowledge implies the ability to understand accurately, or to understand the drift of a text of average difficulty in *one's field*, or the ability to read a text *in one's field with a dictionary*.

Four, Williams, Lehigh, Ohio State, and Syracuse, interpret a reading knowledge variously as standing in definite relationship to the number of hours taken, that is, the results obtained after two years of college work, or the ability to read which may be reasonably expected in a student who has passed the first six courses offered in a language in the college, or a passing of the fourth year of the language in a university.

The reply from Cornell states that a reading knowledge is "a most elastic term," and the correspondent from Dartmouth confesses that he has no definition.

Question 10: *Do you assume that the average student acquires a reading knowledge by completing two years of work in a foreign language?* Twenty-one of the answers were in the affirmative. Nine of these, Dartmouth, Drake, Johns Hopkins, Pittsburgh, Princeton, Smith, Temple, Wesleyan, and Williams, have three class periods per week both years; five, including Chicago, Illinois, Swarthmore, Wisconsin, and Wooster, have four; Ohio State, five both years; and Nebraska has five periods the first year and three the second. The reply from Columbia, which has five and four hours per week respectively, contains the statement that the "best students" obtain a reading knowledge in two years but not the foreign language group as a whole, while the correspondent from Temple believes that two years is sufficient in the natural sciences but that the students should be encouraged to take three.

Nine answers to this question were in the negative. Among these are six, Barnard, Cincinnati, Dickinson, George Washington, Lehigh, and Syracuse, with three class periods per week. Of the three others, Minnesota has five periods the first year and three in the second, and Bryn Mawr three in the first year and two in the second, and Pennsylvania four in the first year and three in the second. Lehigh, Pennsylvania, and Syracuse be-

lieve three years to be the minimum necessary to obtain a reading knowledge.

Question 11. *What features do you deem essential to a satisfactory reading knowledge test in a foreign language?* Unfortunately the replies of some of the correspondents showed that they had misinterpreted this question. The rest of the answers were so diverse that the individual replies must be cited. Boston University: The problem of a reading knowledge is quite confused and confusing. Barnard: Translation is stressed as the supreme test of comprehension. Chicago: A reading test should undertake the testing of a candidate's knowledge of the general sentence structure and of the general vocabulary. Columbia: The basis of a reading knowledge test is held to be a standardized test combined with a translation and comprehension test. Lehigh: The only type of test likely to be successful is a ladder test and the inclusion of grammar is unessential. Miami: A combination of vocabulary, grammar, and reading comprehension exercise is recommended. Smith: A reading test should contain passages which reveal the true ability of the students and which range from simpler to more difficult passages. Stanford: No form of testing so far devised is superior to the old fashioned sight passages. Indiana: The reading test should contain modern material; each passage should be a unit; and the test should not be too long nor made up of unreasonably difficult material.

Some of the most striking facts brought to light by this questionnaire are the great diversity in the types of reading knowledge tests now in use and the manner in which they are administered. This divergence is due, no doubt, to a very large extent, to the sharply contrasting opinions as to what is meant by a reading knowledge. Most of the correspondents believe they know and proceed to give their definition. To others the whole matter is quite confusing, and a few admit they don't know what it is.

It is certain, however, that before satisfactory achievement tests with a high degree of validity can be evolved for any language, there must be a more universal agreement among the teachers of that language as to what it is they are trying to measure. To go on the assumption, as some of our leading colleges and universities are apparently still doing, that a student has acquired a reading knowledge of a language after two or three or even four years of study is absurd, for it is a well known fact that some students learn more in one year than others in two or three. Another complicating factor in such a false basis of measurement is that, as we have seen, in some colleges language classes meet twice per week, in others three or four times, and in some even five times. Actual achievement, regardless of hours or courses, can alone be a rational basis of measurement, and one which makes it possible for instructors to make due allowance for the diligence and intelligence of the better class of students. In its simplest terms this achievement test should require of a student the control of a language to the point where he can use it for all practical purposes without recourse

to a dictionary. Anything less can hardly be called a reading knowledge.

Furthermore, it is necessary to come to some agreement as to the nature of the test itself; whether it should contain sections on vocabulary, comprehension, grammar, idioms, translation, etc., whether it should perhaps consist of a combination of an objective test plus additional translation passages selected by the individual instructor, or whether it should be only an objective test containing nothing but translation passages. Personally, I should by all odds favor the last type. Finally, if we can define a reading knowledge and agree on the nature of the test, we should also be able to determine with a greater degree of unanimity what is passing and what a failing score is.

The whole situation, it seems to me, calls for the continued co-operation on the part of all foreign language teachers to the end that the testing for a reading knowledge may be established on a more dependable basis. The agencies already in the field, such as the Columbia Research Bureau with its Alpha and Beta tests and the Cooperative Test Service with its commendable Reading Test Form A deserve our support for their efforts in this direction.

I wish to thank all those instructors in the various colleges and universities who by their cooperation have made this survey possible. Perhaps by throwing some light on the confused situation existing today with respect to the foreign language reading tests, we may have contributed at least in a small measure to their continued improvement.

Etiquette in Contemporary France

WILLIAM LEONARD SCHWARTZ

Stanford University, California

(*Author's summary.*—Notes on the less familiar differences between social usages in France and America, presented in the hope that they will clarify our understanding of *la politesse française*. One doesn't "speak like a native" until he knows how a native acts when he speaks in this year 1939.)

EN France les bonnes manières sont des coutumes, en Angleterre ce sont des sacrements," once wrote Professor Félix Boillot of the University of Bristol. We in America share the British attitude in some measure, judging by the interest our young people take in the rules of Mrs. Emily Post. Most students of French are curious about French manners also, but though the word "etiquette" was introduced from that language, there is no one authoritative volume on the subject published in French. We are therefore describing the less familiar differences between social usages in France and America, especially in so far as French ways have evolved since the War. We concern ourselves with polite language only when it is necessary to draw attention to what some French people consider vulgar, or to point to forms more acceptable in refined society today. As it is true that not all the French living in America have enjoyed equal social advantages here and in their homeland, occasional references have been given to reputable French authorities to support such statements as may seem debatable, perhaps. Mere residence in France is not always enough to ensure an adequate knowledge of such matters. We ourselves are free to confess that we have picked up unsuspected vulgarisms at times in the new environment. But these notes on manners were planned primarily as a guide in conversation classes, in the activities of a language club, and in the staging of plays. It is hoped they will be found as useful in the discharge of our daily duties at home as when we are on vacations abroad.

Quotations have been taken from the following works on manners, listed here by date of publication: Baudry de Saunier, *Principes et usages de bonne éducation moderne*, Flammarion, 1937; Félix de Grand'Combe (who is Professor Boillot), *Tu Viens en France*, 1935, and *Tu Viens en Angleterre*, 1932, both issued by Les Presses universitaires; Paul Reboux, *Le Nouveau Savoir-Vivre*, Flammarion, 1930; and Comtesse de Magallon, *Le Guide mondain*, Larousse, 1908.

Polite Language

Whoever has only a slight knowledge of a foreign language is likely not to have mastered the polite phrases that the native uses especially when talking to strangers. Every Frenchman makes allowances for the stammering beginner, but may be offended by those who have acquired fluency without the proprieties. Is it an exaggeration to say that the "Égalité" and

"Fraternité" of the national motto now find their commonest expression in the universal addition of "Monsieur, Madame, Mademoiselle" to the briefer statements like "oui, non, bonjour, pardon, merci, adieu, au revoir"? At all events, Ferdinand Brunot, the historian of the French language affirms: "En français, la politesse exige que l'on dise: *oui, monsieur, non, papa*, etc. Il semble que cette règle date du moyen âge" (*Précis de grammaire historique . . .* by Brunot and Bruneau [1937], p. 590). There is no part of France where this practice seems affected as "Yes, sir, Thank you, sir," does in parts of America. Even in addressing your own servant, you should add his name when you say: "au revoir," or avoid curtness with a phrase, e.g.: "merci bien," or "je vous remercie bien." If you want to speak French "like a native," bear these suggestions always in mind.

Teachers in French schools, although they have the right to say: "Élève Un Tel," usually call their pupils Monsieur and Mademoiselle at an early age, and fight constantly in the classroom against the use of Oui, etc., "tout court." In primary schools, "Madame" is the title given school-mistresses by the children. Girls in secondary schools naturally employ more discrimination. "Monsieur le professeur" is a normal form, but a woman is not called "professeur" in direct address. Thus, no student in his right mind would greet his teacher with a blunt: "Comment ça va?" The latter alone has the right to indulge in so much informality. His language, unfortunately, cannot be directly echoed by his pupils.

Do not say: "Bonjour, M. Durand." This style of address is considered servile in France, and is restricted to shopkeepers or waiters, who flatter the ego of their customers by emphasizing that they are not forgotten. At court, under the *ancien régime*, nobility under the rank of dukes and therefore not belonging to the group of *altesses* were uniformly addressed as Monsieur, i.e. "My Lord," or Madame, meaning "My Ladyship." Mademoiselle, before the Revolution, was the title of a bourgeoisie, even if married. When under the king's roof, barons, counts, and marquis were considered equals as guests. Hence, if you called a noble: "Monsieur le baron" or "Monsieur de Guermantes," you were putting him "back in his place," and this was a way he could be humiliated by his superior in rank. Such is the background for the modern rule, as expressed by Baudry de Saunier: "Dites: bonjour, Monsieur!—N'ajoutez jamais ni le nom ni le prénom." Nor would you say: "Oui, baron."

In *Principes et usages de bonne éducation moderne*, p. 25-27, under the title, "Des Expressions à n'employer jamais," there is a list of phrases which are considered "commun," vulgar. Of course they may be heard from the lips of French speakers in America.

Ne dites jamais: il est sorti avec sa dame, ses demoiselles. Dites: il est sorti avec sa femme, avec ses filles; if your social standing is at least equal. If not, say: avec madame, avec mesdemoiselles.

Ne dites jamais: Votre dame est bien? Vos deux demoiselles aussi? Dites: Madame va-t-

elle bien? Mesdemoiselles vos filles vont-elles bien? If more intimate: Votre femme et vos filles.

Ne dites jamais: Bonjour, Messieurs-Dames!

En quittant la pièce, ne lâchez jamais un: Allons . . . Au plaisir!

Ne dites jamais: Bonjour, Monsieur le docteur! Dites: Bonjour, Docteur, ou: Bonjour, Monsieur!

Une femme ne doit jamais dire: Mon capitaine, mon commandant. Elle doit dire: Capitaine, commandant (colonel, général). F. de Grand'Combe observes that "mon" is not used by males who have not served under arms. Note that lieutenants and lower ranks are just called Monsieur. In the navy, Monsieur is used up to the various "capitaine" ratings, who are addressed as "Commandant." "Puis, on dit: Amiral" (p. 198).

Ne dites jamais: Monsieur votre mari, madame votre femme—et encore moins Madame votre dame. Dites: Comment va votre mari? Comment va Monsieur Durand? etc. (You will say, however, Comment va Madame votre mère?).

M. Durand ne doit jamais dire: Je suis allé au cinéma avec Madame Durand. Dites: Je suis allé au cinéma avec ma femme, mon mari.

Il y a des mots qui classent tout de suite qui les emploie. Le mot d'argot *gosse* est du nombre: Ils ont deux gosses.

To this list, let us add: "On ne dit pas: votre garçon." Say "votre fils" (Comtesse de Magallon, *Guide mondain*, p. 18), and "Dis aussi, Monsieur l'Abbé, M. le Préfet, M. le Maire" (F. de Grand'Combe, *Tu Viens en France*, p. 198), as well as "Monsieur le Professeur." "En France . . . on n'emploie ce titre suivi d'un nom propre que dans le cas d'un professeur à la Faculté de médecine: ainsi on dit le professeur Pinard, mais M. Legouis" (*ibid.* p. 199).

When introducing himself, a Frenchman will say simply: "Georges B . . .," or, at the telephone: "Ici, Georges B . . ." He does not put Monsieur on his visiting card. Women say: "Je suis Mme X . . ." (Comtesse de Magallon, p. 12), and use Madame or Mademoiselle on their cards. But they would not write their names in this way on an exercise to be handed in at school or on a blank-book.

In the case of titles of nobility, if one judges by the films, Americans are confused by the fact that the words "Monsieur" plus "le" are prefixed to titles by French servants. People in society only say "Madame la Comtesse" when speaking to her domestics: "Madame la Comtesse de R . . . est-elle chez elle?" (Magallon, p. 104). A mistake of this nature is made by Miss Pattou in her *Nouvelles Causeries en France*, p. 112 (Heath & Co., 1938). Félix de Grand'Combe phrases his warning thus: "Ne dis Monsieur le Comte que si tu postules un emploi de valet de chambre dans sa maison" (p. 198). How titles of nobility are used, as they must be, in introductions, will be seen from this quotation from Baudry de Saunier:

Si l'homme qu'on présente a un titre nobiliaire (comte, vicomte, baron, etc.), vous devez lui donner ce titre dans votre présentation, mais en ayant bien soin de supprimer le mot *Monsieur*.

Vous direz par exemple: "Je vous présente le baron Samois."

Vous ferez mieux encore en ajoutant son prénom et sa qualité, pour compléter sa personnalité. Vous direz alors: "Je vous présente le baron Alfred Samois, président du Comptoir d'Escompte Franco-Turc."

Si vous présentez à ce Monsieur un autre de vos invités mais de moindre importance, par exemple un jeune ingénieur, vous direz, en vous tournant vers le premier: "Cher ami, je vous présente M. Paul Chinoiset, directeur des Forges de Ramalières."—Puis, indiquant le baron à l'industriel, vous ajouterez: "Baron Alfred Samois, président du Comptoir d'Escompte Franco-Turc." Vous supprimerez alors l'article *le* (p. 80).

In a telephone conversation, the French begin with a few words of conventional greeting, and do not hang up before saying goodbye. In France, people do not invite guests to a meal over the telephone, or ring up and disturb the family to ask about a sick friend's health.

Foreigners living among the French may misjudge them from ignorance of the accepted meaning of polite language. "Jean promised, and then he didn't keep the engagement," the American will be heard to say. The fact is, and decisive evidence follows to prove the point, Jean didn't really promise. Our quotation is from Brunot and Bruneau's *Précis de grammaire historique de la langue française* (1937 ed., p. 590):

Il arrive aussi que l'on prononce *oui-i*, en modulant l'*i* d'une façon particulière: ce *oui-i* n'est qu'un *non* de politesse.

On prononce aussi *non* avec la même intonation: ce *non* vaut un *oui*.

Beware therefore of over-persuading anybody in France. Your satisfaction may turn to disappointment unless you appreciate, as the native does, that his yielding may be only a polite gesture in the face of tactless insistence.

If "accosted" by a man in the street, what does the "nice" French girl say? The answer is "nothing"; she will keep calm and ignore his very presence.

At the Table

"Savoir manger" means to be a gastronomic expert. Thus the emphasis in France is put upon the food and its preparation rather than upon the way you eat. However, although there is no word in the language corresponding to "table manners," there are enough difference in behavior and customs to deserve description. Thus, the meal hour, for invited guests, is not observed punctually. Says Félix de Grand'Combe:

Avant l'heure, ce n'est pas l'heure; à l'heure ce n'est pas encore l'heure; après l'heure, c'est l'heure.

—Parfait! mais quand on me dit: "Huit heures, heure militaire."

—Alors c'est différent, il est civil d'être plus exact: arrive donc à environ huit heures précises, comme disent les Irlandais.

It is quite customary in France to bring or send flowers, a potted plant, or a pretty basket, to your hostess on the day of the entertainment, or even at meal-time. This practice is especially appropriate in the case of tourists or bachelors, who cannot return the hospitality shown them in the regular way. There is no doubt that we have sometimes given offence by failure to show our gratitude in the conventional way for courtesies that have been extended to us abroad.

In the continental dining room, the host and hostess are seated opposite one another in the middle of the table, persons of least importance being placed at the two ends. "Les bouts de table," according to tradition, are supposed to enjoy themselves more than all the other guests. Women seat themselves without assistance from the men. The menu cards used at all formal meals are an institution to be adopted at the banquets of our Cercles Français. Need one say that the hors-d'œuvre of lunch are replaced by soup at dinner, and that coffee and liqueurs are only served at table in restaurants? Teachers should know that the *Larousse du XX^e siècle* marks the word "demi-tasse" as "vieux," in so far as it designates the contents of a small cup.

Perhaps the one most striking difference in table manners concerns the hands. Well-bred French people keep their hands on the table and their elbows off of it until the meal is over:

A aucun moment, aucun, pendant toute la durée du repas, les mains ne doivent disparaître du dessus de la table. (Baudry de Saunier, p. 84).

Jamais, pendant le repas, c'est-à-dire avant l'arrivée des liqueurs (si elles sont servies à table, dans un restaurant par exemple), un coude ne peut être mis sur la table. (*ibid.* p. 86)

Since the food is passed to the guests who then help themselves, you are expected to eat up everything you put on your plate and empty your glasses. If you leave anything, that is interpreted as a revelation of gluttony, not of refinement. You are not required to finish the food before accepting another helping, for hospitality requires that more be offered before you need it. You accept by saying: "Oui, je veux bien, merci: S'il vous plaît, or Volontiers, je vous remercie"; you decline with the word "merci."

La bonne bourgeoisie doesn't eat bread with soup or butter on bread after the hors-d'œuvre course. Bread plates are not used. Though dinner rolls may be put in the napkins, the bread is allowed to lie on the tablecloth. There is no conventional way to use the soup-spoon. Special forks may be served for oysters, etc. The knife is used only for cutting, the fork alone, held in the right hand, being used for fish, vegetables (served as a separate course), and salad, often served on the same plate with the meat course. A piece of bread, which is not regarded as an instrument, can be used as a pusher for peas. The "banjo-grip" on the fork is unknown in France. Succulent gravies will be finished up with a piece of bread dropped on the plate, where it must be caught with the fork, used to absorb the gravy, and then eaten without being touched by the fingers. Fruits, even juicy peaches and oranges, are peeled and eaten with a small knife and fork, thus obviating the need for finger-bowls.

If you dislike some article of food, or wine, excuse yourself by saying: "Je suis au régime." After all, it isn't a part of your favorite diet. This explanation will always suffice, since most Frenchmen have notions about dieting. Above all, don't show gastronomic ignorance by salting dishes that you haven't yet tasted, it is an insult to the cook. Your host won't pass you

the water. It is free, so help yourself without offering it to others, but don't dilute precious wines. These the "nice" French girl scarcely touches until married. The toast: "à la vôtre," is vulgar: "Au bistro, cela s'impose: ailleurs je te le déconseille vivement." (F. de Grand'Combe, p. 100).

A French banquet has a "président" and "il préside." An Agrégé asked in the United States to be the "maître des cérémonies" at a French honorary fraternity banquet, of all places, had to ask what was wanted of him, and what the ceremonies would be. The "Président" may introduce the after-dinner speakers with a few formal words: "La parole est à M. X . . .," or he may be eloquent, but the continental toast-master is not expected to be funny. Remember that as French toasts are usually drunk in champagne, they are as rare as this wine. Genuine, unadulterated French postprandial speeches are morsels of eloquence, with a tendency to the sentimental (F. de Grand'Combe, *Tu viens en Angleterre*, p. 174), and are commonly read from manuscript!

In the family circle, a minimum of table silver is used, and all the courses may be eaten with the same knife and fork. A knife-rest is placed at each cover, on which the cutlery is laid while the plates are being changed. If jam or honey is served at breakfast or for the "goûter," it is to be spread on the bread, or eaten, with a tea-spoon. When the family does not use napkin-rings (le rond de serviette), the napkin will be folded and put away in an embroidered cloth envelope (enveloppe de serviette).

In the Drawing Room

Deportment in the drawing-room has grown simpler with the abandonment of such customs as the carrying of a cane. Ladies do not care to receive callers before four-thirty (F. de Grand'Combe, p. 223). If invited to call or desirous to do so, it is polite to ask if your hostess has a "jour de réception." Letters of introduction should be delivered in person. When introduced into the presence of their hostess, a girl may either curtsy or bow to her. Today, a man need never feel obliged to kiss a lady's hand. "Ne baisez jamais la main d'une femme . . . Contentez-vous de serrer avec douceur, sans autre geste et en vous inclinant un peu, la main qu'on vous tend." (Reboux, *Le Nouveau Savoir-Vivre*, pp. 29-30). To clear up misapprehensions, let us say that this salute is inappropriate in a public place. Again, nobody ever kisses a gloved hand. Thirdly, this form of homage is only extended to married women.

French visitors do not go around and greet all the people in a drawing-room. They are offered a seat near the hostess, and when the next guest arrives, they make room for that person. Taking another seat, they join in conversation with their neighbors, whether they have been introduced to them or not, everyone being on a footing of equality as guests. A man, when introduced to a lady, usually murmurs: "Madame," or "mes hom-

gages," "mes respects," as a greeting. A lady says "Monsieur." Note the simplicity of these current formulae.

Physical poise is greatly admired in France. Keep your hands out of your pockets. Don't sprawl, sit correctly on your chair, well back. While you may cross your legs, keep your hands away from them, do not "nurse your foot."

Did you know that in France men do not help the hostess to pass refreshments? The younger women or the daughters of the house will pass the cups of tea and plates of cakes. Don't refuse refreshment because your plate isn't empty. It is better form to accept them whenever they are offered. Of course, you will not wear out your welcome. When an incident or a remark affords an opportunity to depart, say goodbye without excuses. F. de Grand'Combe remarks that a phrase like: "I'm afraid I must be going now" simply can't be literally translated into French.

Should you be asked to give your frank opinion on some French institution or problem, and warmly urged to speak the truth, beware. An honest attempt to comply sincerely with such requests may seem "impolite" to the very person who asked for your views. Remember that some Americans who like to criticise their own institutions cannot forgive foreigners for similar unfavorable opinions.

Contemporary Differences in Social Usages

Until the coming of feminine sport and the influence of America's films, French women of all ages wore hats as a badge of social status. There still are men who regard the hatless young woman as their legitimate prey. Today, women who expect to visit churches should certainly cover their heads in deference to the opinions of Catholic worshippers. There are some cafés which dislike to serve women without hats and others which will not serve an unaccompanied lady.

Among men, hatlessness is a badge of the student, the sportsman, and the "young" intellectual. Men lift their hats (they are not "touched"), in greeting to men and women alike, and people bow to each other. "Ils s'inclinent," they really bend their backs before putting on their hats again. Women are the first to recognize their male acquaintances, giving them permission, by a smile, to greet them formally. Hats are raised and handshakes exchanged much oftener in France. "Ayez le salut facile. . . . Vous serez plus près de la bonne éducation en saluant trop qu'en ne saluant pas assez," says Baudry de Saunier. But most men do not take off their hats in an elevator. When a funeral passes, men, even bus drivers, uncover, and women cross themselves (Reboux, p. 240).

Informal summer attire, shirt sleeves, and sport clothes are out of place in smart restaurants and cafés, in museums, theaters, and movie houses. The native wears his coat in such places from a sense of decorum and as a courtesy to the ladies present. Formal afternoon dress for men now consists

of a black double-breasted sack coat, fancy striped trousers, patent leather shoes, with a soft felt or derby hat. The automobile and sports have made canes almost obsolete. Says Reboux: "La canne ne se porte plus guère. Seuls les vieux messieurs s'en servent encore" (p. 78). Gloves remain a badge of smartness, but are needed for hygienic reasons in city life. But there is no way to say "Excuse my glove," in French, because, as F. de Grand'Combe remarks, natives shake hands without thinking of first removing a glove.

If you tap your cigarette before smoking, read this, from Reboux, who is also quoted by F. de Grand'Combe:

Quand vous vous préparez à fumer, évitez de taper le bout de la cigarette contre votre étui. . . . Ce geste, mis à la mode par les aviateurs de la Guerre du Droit et de la Civilisation, a été copié avec enthousiasme par les maquereaux du faubourg Montmartre. Ils l'ont fait leur (p. 221).

Félix de Grand'Combe called whistling more vulgar than chewing gum, because gum keeps you from whistling, at least. Humming is also disliked: "Il n'est pas de fine éducation," says Baudry de Saunier, "de chantonner en s'habillant, en travaillant, en marchant, en descendant un escalier."

In France, you will notice that polite people do not accept anything as soon as it is offered, they wait to be urged again to do so, and it may be wise to follow this custom also. However, there is much less bowing and scraping at doors in the larger cities than of yore. Above all, do not attempt to show your wit by "kidding" your casual acquaintances in the way that is taken for granted by young people in America. The Frenchman prides himself on his "discretion," and indiscreet jokes about girl friends or the like, will be highly resented. In fact, not many years ago, they used to be sufficient grounds for a duel. Note that if a Frenchman loses his temper, he doesn't lose his manners and controls his fists. "Monsieur (*sic*), vous êtes un grossier personnage!" is a typical French insult.

When you consult a doctor or dentist for the first time, carry a clean envelope with you. Ask the doctor casually what is the "prix de la consultation" and slip the sum in new bank notes into the envelope which you leave in a conspicuous place before your departure. If you have to see the doctor oftener, he will send you the usual bill. Most patients come with an introduction from some one whom the doctor knows. The nurse may greet you therefore with the question: "De la part de qui, Monsieur?"

American ways are sufficiently different from French wedding customs to make it difficult for us to imagine just what takes place in France. In the past few years, so many changes have occurred in that country that older books do not give a correct presentation of the facts. The law of February 11, 1938, frees the French wife from her old promise of obedience to her husband. Today, in the civil marriage ceremony which alone is legally valid, the husband is merely declared to be the head of the family. Today, without his approval, the wife can bring legal action, make a will, open a bank ac-

count, dispose of her goods, or make a contract, though she must not pledge the family fortune in any way without her husband's consent. It is curious, isn't it? that many French dailies did not publish the full text of this law at the time.

Paul Reboux testifies to certain changes produced by the economic difficulties felt by the bourgeoisie. Thus, the signing of the marriage contract is no longer celebrated with a dinner and ball, and the bridegroom's gift to the bride is reduced to the gift of the engagement ring. "*La corbeille de mariage est totalement supprimée et le contrat n'est plus qu'une opération d'une heure*" (p. 102 ff.) After an engagement was announced, the fiancé used to be expected to visit his sweetheart and bring her flowers every day. This obligation can now be met by telephoning, and other kinds of simple gifts may be presented. Of course, a girl cannot see a man every day at her home without most people believing that they are engaged.

French women never marry in a travelling costume, though they take honeymoons, of course. If married in a church, they will wear afternoon dress at the Mairie for the civil ceremony, and often do not see the bridegroom again until time for the nuptial mass. This attitude is adopted as a form of protest against the law imposing civil marriages. Since church weddings do not take place after high noon, the upper-class bridegroom generally wears afternoon dress. In other classes of city dwellers, he will wear full dress, which goes better after all with the costume of the French bride. Her "*bouquet de mariée*" will later be divided among her attendants, the "*demoiselles d'honneur*," or saved. The best man has a rough equivalent in the "*premier garçon d'honneur*," though his responsibilities are fewer. The number of "*garçons*" corresponds to the number of bride's-maids. The duties of the former are to organize the wedding procession, to give their arms to the "*demoiselles*," and to do the honors of the "lunch" or buffet wedding breakfast. During the nuptial mass, the bride's-maids have the honor of taking up the collection, guided by the uplifted hand or clenched fist of the "*garçons d'honneur*." The French Catholics use the double ring ceremony and a sermon is delivered.

There is no wedding cake; no rice or old shoes, for superstitions of this nature do not flourish in French soil. Let us add that the French mother will say that she has gained a son rather than lost a daughter, and that the bridegroom's name for his mother-in-law is usually "*maman*." By French law, widows and divorced women cannot remarry until ten months have been passed in their new civil status. The only wedding anniversaries to be celebrated are the silver, golden, and diamond weddings (*noces de diamant*).

Words or War?

M. MARGARET SMITH

Manasquan High School, Manasquan, New Jersey

(*Author's summary.*—There is an obvious need for an adequate artificial language. Esperanto seems to be the most successful; its merits are great. Various auxiliary languages, with their advantages and drawbacks, are briefly discussed.)

IS a world language possible? Could a common language eliminate war? History is full of new departures, and as Guérard says, "The locomotive did not spring, Minerva-like, from the brain of Zeus-Stephenson." So must an international language suffer the pangs of birth and the unending struggle for its very existence, striving against the inhuman obstructions of jealousy, prejudice, and inferiority. An "international language" has come to denote a secondary or auxiliary tongue intended for international use. A universal language no longer emanates from the despised force of an aggressive conqueror, and in modern times, nations support the French language in international diplomacy, and bow to the English tongue in commerce. These two languages are widespread, but their use is not always easy or inoffensive to national pride. For this reason, there are two fields of converts: one advises the adoption of an auxiliary, international language, such as Esperanto, while the second group sponsors the revival of older, natural languages long in disuse as common speech.

Mutual language is a constantly changing phenomenon in linguistic dialects. Greek, Latin, and Arabic have enjoyed the status of international languages; French, even before the eighteenth century, was used in diplomacy, while in the Orient, the normal language of international relations is pidgin or business English. During the Crusades, Italian was used as the basis for similar commercial transactions in the Mediterranean countries, and still persists in use as a *lingua franca*. Hebrew is being successfully revived by Jewish scholars, and Gaelic is heard again through the impetus of the Irish struggle against British dominance. Lithuanian, although almost extinct as a written language, possesses a pre-Shakespearian literature, and is the nearest to Sanskrit of all European languages, but Bohemian is the strongest Slavonic language, and constitutes the chief speech of a revived nation. The increase in spoken languages may be of aid in establishing a universal tongue, for the insuperable barriers of national and racial jealousies and conflicts prevent the voluntary acceptance of any one nation's tongue. The Irish strive to revive Gaelic, the Catalonians exclude Spanish, the Germans will refuse French or English, Occidental peoples will not accept Oriental languages, although Oriental tongues are the written language of one quarter of the world.

As early as the Roman Empire there were profound plans for a single world language. Latin and Greek were almost international mediums, but

were possible only for scholars because of the complicated grammar. The very evident need of a universal tongue was demonstrated three hundred years ago when Leibnitz developed a system of numerals to be translated into thoughts. This plan was considered too high-toned. The inimitable slang of the Parisian butcher, and the secret languages of childhood, such as Hog-Latin, are essentially artificial. Along the frontiers of adjoining nations, there are found compromise tongues, which serve for limited international communication. All over the world there are mixtures of languages, which could be entirely eliminated in favor of one easy, impartial, secondary language. The *lingua-franca* of the Levant is based on Italian; Benguela is used in Portuguese Africa and the Congo; Chinook is used by North American Indians and traders; in South America they speak the *Lingua-Gerala*, a mixture of Portuguese and Garani; in the treaty ports of the Far East we find pidgin English, and in Tonkin or Manchuria there is pidgin French or Russian. English itself is pidgin-Saxo-Romanic, with a minimized grammar and an eclectic vocabulary.

There are over two hundred schemes for an international language based on scientific principles, although many are mere projects as yet. Figures are the best example of a universal language, but cannot be spoken. Numerals and musical notation are both picturesque and artificial, and serve some of the purposes of writing and speech. These schemes are attempts, sometimes abortive, to make an artificial language which is free of the confusing errors found in existing languages. To be successful, a universal language must be arbitrary, philosophical, logical, and without reference to existing tongues. Most of these plans fail, as did that of Sir Thomas Urquhart in 1653. His language defeated itself by its own imposing title of Logopandectision. The attempt to force an artificial language upon a protesting, adamant people is against the principles of development which govern the growth of that people. Native speech comes from social customs, and develops gradually and unconsciously. Language is not under the control of reason, and when it has developed through thousands of years, it acquires expression of thought and feeling no artificial language can possess. For this reason, a stilted, wholly practical language must be auxiliary to be universal.

All natural languages are subject to change, but an artificial language must, of necessity, remain static. Such a language spreads through use, not theory. English is widespread because there are Englishmen in all parts of the world, with the English ideals and language. If the language is to be used only for commercial and scientific communication, then it is significant to a smaller number of people, and is comparable to a system of code.

Many substitutes have been advanced for an auxiliary language. Latin is the usual basis of a language because it is the inheritance of all of southern Europe, and forms the large part of the English vocabulary. An artificial language is an inadequate substitute for a primary, natural language, and must not limit the study of natural languages.

Solresol, a philosophical language, is based on seven notes of music. It is crude and monotonous, but, because it is limited to seven elements, it lends itself to graphic, phonetic, and optical expression. It can be used with shorthand, with flags, or with lanterns. It is ideal for the deaf and dumb, and has a simple script for the blind. It is not entirely impractical as a language, but falls short of universality. Solresol, and similar languages, is based upon the scientific classification of ideas, bearing no relation to any other language. It is useful as a code, but greatly strains the memory. In any international language the spelling should be phonetic, with each sound represented by only one sign. Groups of sounds which prove difficult for a number of people should be eliminated. It seems that the most favored plan is for a logical, *a priori*, artificial language.

In 1880, a German priest, named Schleyer, invented Volapük, and actually put it into use. It is based on modern languages, although it follows English most. It was deserted merely because of unfortunate internal dissension. Volapük is not easy or beautiful, and contains a number of borrowed elements. Although based on the German alphabet, it is phonetic. The main difficulty lies in its intricacy. One verb alone can have 505,440 forms, while there are also root words, derivatives and compounds. It is quoted here because Volapük was the first international language to be really used. The English roots are so distorted as to be nearly unrecognizable, and are encumbered by an almost Greek profusion of terminations and variations. In 1890, the language collapsed because Schleyer refused to allow any modifications.

An international language must possess impersonality, conservatism, possibility of growth, and a certain amount of cultural basis. No existing natural or artificial language fulfills these requirements without restriction. Some are neutral, easy, and euphonious. Others may be phonetic, flexible, or unambiguous. Still others are logical, adaptable, and, perhaps, regular. None, however, combine all the needed virtues.

Professor Peano's Interlingua arose from an address he delivered in 1903, in which he began in classical Latin, pointing out the unnecessary features. As he proved each point, he removed the offending practice from his own speech. After beginning in the best Ciceronian Latin, he finished speaking in Latino Sine Flexione, now known as Interlingua. This consists of the living Latin roots of all European tongues, with modern rules of word-order. It has no grammar (a distinct asset) and seven-tenths of the words are similar in form in English, French, Italian, Spanish, and Portuguese. Because Peano eliminated abstracts and derivatives in the interest of grammatical economy, the language proves too simple for elusive themes. It is called modernized Latin, or internationalized English, and its value has been proven in use. However, persons totally ignorant of high school Latin are at a loss to comprehend it.

Dr. L. L. Zamenhof initiated the use of Esperanto in 1887. Its adher-

ents insist that it is blessed with all the necessary characteristics of a world language. It is actually neutral and international in its elements, it is logical and regular in its construction, it is euphonious, and its grammar can be grasped in a mere half hour's study, if concentrated. There are no exceptions to its rules, and all the spelling is phonetic. Esperanto possesses literary power, beauty, precision, and flexibility. Its merits are almost too virtuous. It undoubtedly has power of growth. As a matter of record, there are at least four thousand Esperanto books, including the Bible translation. It is the most successful world language ever used, but it fails to adhere to the greatest internationality of words. Its artificiality lies in the fact that it is bound to one text and one set of rules. There are one hundred Esperanto magazines appearing regularly, and by 1927, there were forty-four radio stations broadcasting Esperanto transmissions. On a foundation regarded as sound, the Esperantists are rearing a superstructure of technical vocabulary. All universal linguists, and many literary persons, are Esperantists, although the pronunciations differ in degrees in various countries. Esperanto is slightly more difficult than some rival artificial languages, but easier than any natural language. As a matter of interest or curiosity, there follows the Lord's Prayer, in Esperanto:

Patro nia, kin estos en la ĉielo, sankta estu via nomo, venu regeco via; estu volo via, kiel en la ĉielo, tiel ankaŭ sur la tero. Panon niaŭ ĉiutagan donu al ni hodiaŭ; kaj pardonu al ni ŝuldojn, niajn, kiel ni ankaŭ pardonas al niaj ŝuldantoj; kaj ne konduku nin en tenton; sed liberigu nin de la malbono.

Esperanto is still the most successful auxiliary language among the world's classes of people. Europe provides the greatest amount of popular support. Shakespeare's vocabulary included only fifteen thousand words, but anyone who lives intelligently and knows a thousand Esperanto roots can build a vocabulary of at least twenty-five thousand words. In the annual Esperanto Congresses, thousands meet for business and festivities, all using a single language, and all understanding. Hungary has given the world an Esperanto poet, the famous Kolomans Kalocsay.

The participants in the International Language Movement believe that the solidarity and the interdependence of the world need one auxiliary language. Organization will prevent waste. Language is a means of approach and war between common-speaking nations is tantamount to civil war, which is more easily abolished than world conflict between totally hostile, strange nations. There is much that is dead in English, much that is living in Latin, and much that is natural in Esperanto.

Nietzsche said, "In some far-off future, there will be a new language of commerce, then a language of intellectual intercourse, *then*, for *all*, as surely as, sometime or other, there will be aviation." If unity is ever achieved, how can we maintain it? Some will wish improvement or change. Local influence spreads dialect, and it would be absurd for an international language to be-

come sectionally narrow. The different habits of speech in different countries would not hinder comprehension, perhaps, but the needless formation of sects is a real danger to the movement. The unifying forces must be stronger than the disrupting forces, and a world tongue would be sponsored first by the intellectual élite, which comprises a small part of the whole. It would become the chief vehicle of culture because of its simplicity and neutrality. If we can do away with prejudices, a world language will bring mankind and civilizations closer, spreading in countries which are ruled by a strong nation, and eliminating border strife and the clash of racial elements. What do you think about it?

• Meetings of Associations •

NEW ENGLAND MODERN LANGUAGE ASSOCIATION

THE New England Modern Language Association held its thirty-fifth annual meeting in Boston at the Hotel Vendome and at Tufts College in Medford, Massachusetts, on Friday and Saturday, May 13 and 14, 1938. Thanks to the excellent program of speakers arranged by Mr. Joseph G. Green, President of the Association, and his committees, the meeting was one of the most successful in the history of the Association.

At the Friday evening dinner, the speakers were Prof. George S. Miller, then Acting President of Tufts College; Very Rev. William J. McGarry, President of Boston College; Prof. J. D. M. Ford, Harvard University; Dr. Frederick J. Gillis, Assistant Superintendent, Boston Public School; M. André Koszul, Exchange Professor at Harvard from the University of Strassburg; and Prof. Louis J. A. Mercier, Harvard. A musical program of exceptional merit was presented under the direction of Miss Eleanor M. Colleton of the Boston School Department.

On Saturday morning, foreign language section meetings in Spanish, Italian, German, and French were held under the direction respectively of the following Chairmen: Mr. Edward N. Wilson and Dr. Paul V. Donovan, both of the Boston School Department, Prof. Waldo C. Peebles, Boston University, and Prof. Stephen A. Freeman, Middlebury College.

The speakers were: Sr. Enrique Naranjo, former Colombian consul, "El idioma español y las relaciones inter-americanas"; Prof. Camillo P. Merlino, Boston University, "I nuovi orientamenti nell' insegnamento delle lingue moderne"; Dr. H. M. Bosshard, Clark University, "Wie College-Studenten in einem Jahr Deutsch lesen lernen"; and Prof. André Morize, Harvard, "La civilisation française contemporaine: matériaux et programme."

At the combined meeting, morning session, Prof. Howard Mumford Jones of Harvard presented an important and significant address on "Trends in Education adverse to the Modern Languages." After luncheon the combined meeting resumed with two addresses. Mr. Wilfred F. Kelley, Headmaster of the South Boston High School, spoke on "Common Ground for the Foreign Languages and the Social Sciences." Dean Henry Grattan Doyle, completing his term as Managing Editor of the *Modern Language Journal*, spoke on "The Present Situation in Modern Foreign Languages with some Suggestions for its Improvement."

The business meeting of the Association was opened by the President, Mr. Joseph G. Green, who extended the sincere thanks of the Association to those who had helped to make the meetings a success, in particular to the various speakers themselves, and to Prof. Carleton A. Wheeler of Tufts College, who had secured the invitation to hold the meeting at Tufts, and who had directed the interesting Exhibit of Mechanical Aids to Teaching. The President's thanks went likewise to the various members of the Educational Salesmen's Association of New England who prepared the Book Exhibit, and to Tufts College for its generous hospitality.

Prof. Charles W. French of Boston University reported for a committee which is considering possible ways of modifying the structure and procedures of the Association so as to make it more useful to members and to stimulate growth of membership. After considerable debate, the report of Prof. French's Committee was approved and accepted, as also two motions based on specific proposals contained in the report. The first motion had to do with setting up an editorial board to publish in mimeographed or similar form a Bulletin, to be issued two or three times a year, free of charge to members of the Association.

The second motion, involving a constitutional change, surrenders the privilege of the New England association to obtain for its members subscription to the *Modern Language Journal* at the annual rate of one dollar and fifty cents, instead of the full charge of two dollars. Execution of this motion was made contingent on similar action by the other regional associations. Under the motion, the New England association will be prepared to pay the

extra fifty cents per subscription out of its own current funds, instead of increasing the price of the *Journal* to its members.

The following officers were elected: *President*: Chester M. Walch, Public High School, Hartford, Conn.; *Vice Presidents*: Wallace E. Green, High School, Burlington, Vt., Erika Jauch, Classical High School, Springfield, Mass., Marie L. Laviolette, High School, Woonsocket, R. I., Rev. Paul de Mangeleere, S.J., Boston College, Boston, Mass., Prof. Louis H. Naylor, Trinity College, Hartford, Conn.; *Librarian*: Arthur R. Racine, Mechanic Arts High School, Boston, Mass.; *Business Manager*: Walter I. Chapman, The English High School, Boston, Mass.; *Secretary-Treasurer*: William F. Walsh, Dorchester High School for Boys, Dorchester, Mass.; *Board of Directors*: Marjorie H. Ilsley, Wellesley College, Wellesley, Mass.; Clarence R. Tappin, Crosby High School, Waterbury, Conn.; Edith H. Williston, Central High School, Providence, R. I.; Dr. Gabriella Bosano, Wellesley College, Wellesley, Mass.; Charles P. Harrington, Kent School, Kent, Conn.; Charles Siegel, High School, Sabattus, Me.; Edna Dwyer, Classical High School, Providence, R. I.; Max Levine, Public Latin School, Boston, Mass.; Frederick H. Osgood, Milton Academy, Milton, Mass.

WILLIAM F. WALSH, *Secretary*

NEW JERSEY MODERN LANGUAGE TEACHERS ASSOCIATION

THE program of the meeting of the New Jersey Modern Language Teachers Association, which took place at the Seaside Hotel, Atlantic City on November 10 and 11, 1938, was as follows: Thursday, November 10—Four 15 minute language classes: The Teaching of a German Song, Miss Everdeen Rozema, Ridgewood High School; A Beginners' Class in Spanish, Alexander Hughes, Atlantic City High School; Une Lecture Expliquée, Gaston Gesner, Westfield High School; Enrichment of English Vocabulary through the study of Italian, Virgilis A. Sibilis, Barringer High School, Newark.

Friday, November 11—Business meeting and election of officers; Address: "The Modern Language Teacher's Share in Fostering Inter-American Cultural Relations," Dr. Richard Pattee, Division of Cultural Relations, United States Department of State, Washington; Suggestions for a French Folk Song Program, with demonstrations, Mme. Louise Arnoux, French disease, in costume, School for Professional Children, New York City; Address: "Personality Traits and Language Ability," Dr. Eric Franzen, Editor, Critic, and Psychologist; Joint Luncheon with The Classical Association; Viennese Songs by Miss Everdeen Rozema, Ridgewood High School.

THE MODERN LANGUAGE ASSOCIATION OF MISSOURI

THE Modern Language Association of Missouri had its fifteenth annual meeting at the University Club, Kansas City, Missouri, on November 18, 1938.

Under the presidency of Miss Elsa Grueneberg, Park College, Parkville, Missouri, the meeting opened with its annual luncheon at 12 noon, which was attended by about 80 members. Between courses, the members joined in community singing in German, Spanish and French.

At the close of the luncheon, the business meeting took place. This year the Modern Language Association joined forces with the Central West and South Association in carrying on an extensive campaign for joint membership in these two bodies as well as in the National Federation. The plan, which included subscription to the *Modern Language Journal*, offered a saving over the cost of separate subscriptions and memberships.

Mr. Pitcher of St. Louis made a twofold plea for support of both associations. One hundred members have now taken advantage of this offer, bringing the membership of the Association from 81 to 124 out of 450 modern language teachers in the state.

After the business meeting, Mr. George Lovesee, Kansas City tenor, sang a group of German, Spanish and French songs, which members and guests thoroughly enjoyed.

The high point of the afternoon was the address of Dr. Herman Almstedt of the University of Missouri, Columbia, on "Facing our Dilemmas." Basing his remarks on observations from a recent trip around the world and classic German quotations, Dr. Almstedt wittily suggested that life has a way of taking care of itself, and the best way to face dilemmas, often present only in our minds, is to "forget them and keep busy."

Adjournment took place at 3:00 P.M. The following officers were elected for next year:

SENIOR OFFICERS: *President*, Miss Elizabeth Callaway, State Teachers College, Warrensburg; *Secretary-Treasurer*, Miss Anne Gardner Harris, State Teachers College, Warrensburg; *Vice-Presidents*, French, Miss Lillian Casebolt, Moberly Junior College, Moberly; German, Sister St. Paul Christman, Fontbonne College, St. Louis; Spanish, Miss Esther Oxley, Junior College, Jefferson City. JUNIOR OFFICERS: *President*, Mr. Louis La Croix, Beaumont High School, St. Louis; *Secretary-Treasurer*, Miss Mary J. Badino, Soldan High School, St. Louis; *Vice-Presidents*, French, Mr. William Johnson, State Teachers College, Warrensburg; German, Miss Agnes Engel, Northeast High School, Kansas City; Spanish, Dr. Elliot Scherr, University of Missouri, Columbia; *Executive Committee*, Mr. W. L. Crain, Chairman of the Dept. of Modern Languages, Kansas City University, one year; Mr. Stephen L. Pitcher, Supervisor of Foreign Languages, St. Louis Public Schools, St. Louis, two years; Miss Annette Betz, Junior College, Kansas City.

MODERN LANGUAGE ASSOCIATION OF THE MIDDLE STATES AND MARYLAND

THE meeting of the Association of Modern Language Teachers of the Middle States and Maryland was held Saturday, November 26, 1939, at 2:30 P.M. at Haddon Hall, Atlantic City.

The meeting was called to order by the President, Miss Alice Diggs. The minutes of the 1937 meeting were read and approved. The treasurer reported a balance on hand of \$497.55, and the fact that for the first time there were one hundred members with dues paid and almost that many subscriptions to the *Journal*.

The auditing committee was appointed, consisting of Brother Nathanael Twombly and Professor J. H. Montgomery. The nominating committee was appointed with Dean Henry G. Doyle as chairman.

Mr. John M. Pittaro from the Stuyvesant High School, in New York City, gave a talk on wrong procedures in modern language teaching which were due to poor teaching. He listed six points toward which we should strive for improvement: (1) Lack of broad philosophical background, having a worm's viewpoint instead of an eagle's; (2) poor training—too much theory and not enough practice or knowledge of the spoken language; (3) lack of professional spirit, with attacks on modern languages being unanswered and too great variation in methods; (4) absence of minimum standards—length of course 2, 3, 4 years? Intensive? Extensive? Grammar?; (5) absence of program—grammar or cultural material or both?; (6) lack of articulation—too many points covered in each lesson causing children to dread grammar. There should be easy reading, less grammar and more cultural material. If we try to improve on these points our class results will be much better.

The next speaker, Dr. John G. Roberts, from Lehigh University, spoke on America's Lost Academy. His talk was in the field of Franco-American relationship. Le Chevalier de Beaurepaire hoped to found an Academy of Arts and Sciences in the United States. There were to be branches in Baltimore, Philadelphia, and New York, with the main one in Richmond. He was captain of the guards under Louis XVI and comparable in many ways to Lafayette. He served also in the Revolutionary War and was a captain of the Virginia Militia from 1777-78. Colonel John Peyton welcomed him in his mission to found an academy. Le Chevalier made attempts in Philadelphia with discouraging results but the cornerstone of the Academy was laid in Richmond, the Academy was founded and organized June, 1786.

He returned to France to get materials and instructors and support from the court of France. Thomas Jefferson, who was ambassador to France at the time, thought that the scheme was too ambitious. In any event, the outbreak of the French Revolution drew him to duty in France. The Academy was turned over to the men who ratified the Constitution and the following year the building caught fire and was destroyed. If his idea had worked out, there would have been no need for the University of Virginia and the southern part of the United States would have been taken care of educationally.

The report of the auditing committee was then given and the account was found to be correct.

The report of the nominating committee was as follows and was approved and accepted unanimously.

President, Mr. Gilbert Chinard, Princeton University; *First Vice-President*, Miss A. Marguerite Zouck, Supervisor of Modern Languages, Baltimore, Maryland; *Second Vice-President*, Mr. Alexander D. Gibson, William Penn Charter School, Philadelphia, Pennsylvania; *Third Vice-President*, Mr. John M. Pittaro, Stuyvesant High School, New York City; *Secretary-Treasurer*, Miss Mary Z. Rowland, Catonsville High School, Catonsville, Maryland; *Representative to the National Federation for four years*, Dr. Wilfred A. Beardsley, Goucher College. The last speaker was Dr. David E. Weglein, Superintendent of Schools, Baltimore, Maryland, and the President of the Association of Secondary Schools and Colleges of the Middle States and Maryland. Dr. Weglein's topic was the Teaching of Modern Foreign Languages from the Viewpoint of the Administrator. Administrators have to listen to all groups, and the claims should be examined and united on a satisfactory foundation. The average pupil should not study French for *use* on account of the size of classes in most schools, however, from his study of French, his English will improve and his vocabulary will increase. A high school graduate should have the proper attitude. His behavior toward individuals, groups and nations should be altered by the courses he takes. It is good citizenship to examine all sides of a question, to be open-minded, to have the proper attitude toward other countries, recognizing their contributions and comparing them with our own. Here, the study of a foreign language can help, and this is the broader viewpoint.

A motion was made to pay \$2.00 for the *Journal* alone and a small supplementary amount for membership in the Association, by request of the editors of the *Modern Language Journal*, in order to have all sections pay the same amount. An amendment was made that this motion be passed on condition that the other differing sectional associations do likewise. The amendment and the motion were carried.

Thanks were expressed to all who helped and the meeting adjourned.

REPORT OF ANNUAL MEETING OF THE EXECUTIVE COMMITTEE

At 7:30 on the evening of December 27, in the Hotel Pennsylvania at New York City, the President, Miss Lindquist, called to order the twenty-third Annual Meeting of the Executive Committee of the National Federation of Modern Language Teachers. The roll call by the Secretary showed that all members were present except two: Professor Carnahan, who was represented by Professor del Toro of the University of Michigan, and Professor Mankiewicz, absent on sabbatical leave, who had given his proxy to Professor Reinsch. After a unanimous vote that all newly elected delegates to the Executive Committee be invited to sit in as guests at the next Annual Meeting following their election, in the event that said meeting happens to be held before they legally take office, the Committee went into executive session.

It was moved that the reading of the minutes of last year's meeting be dispensed with and that the report of that meeting, a copy of which had been sent to each member, be approved and placed on file. The yearly reports of the retiring Business Manager, Mr. Shield, and of the Secretary-Treasurer were read and accepted subject to auditing. (These reports are printed elsewhere in this issue of the *Journal*.) The newly elected Managing Editor,

Professor Zeydel, then gave a brief report of his six months in office and stated what he intends to do to maintain the high standard of the *Modern Language Journal*. The Auditing Committee, consisting of Messrs. Fitz-Gerald, Holzwarth, and Milwitzky, was then appointed by the Chair.

Under the heading of "Old Business" various committees reported as follows:

1. Mr. Pitcher of St. Louis, as Chairman, made a report for his committee of the interesting and highly successful meeting put on by the Federation in the Department of Supervisors and Directors of Instruction of the N.E.A. The meeting was held at Atlantic City on March 1, and Mr. Pitcher deserves the hearty thanks of the Federation for his untiring efforts in preparing an excellent program. The object of this meeting, which the Federation has sponsored for the past three years, is to enlighten administrators as to the necessity and educational value of language teaching in our schools.

2. Miss Lindquist reported on a splendid meeting held in New York City last June at the summer meeting of the N.E.A. Mr. Hyman Alpern, Principal of the Evander Childs High School in the Bronx, was responsible for the excellent program, and the Federation is indebted to him.

3. Professor Doyle, who was appointed last December in Chicago as our representative to co-operate in a nation-wide campaign of enlightenment as to the value of the Humanities in our educational curriculum, and to direct a similar campaign in behalf of the modern foreign languages in particular, sent a report of progress. This year has been one of preliminary organization, during which Professor Doyle has addressed numerous modern language organizations; has kept in close touch with the projects of the American Council of Learned Societies and the Committee on Trends in Education of the M.L.A.; has pledged nearly fifty of our colleagues to work with him in preparing articles and editorials for publication in educational journals and local newspapers; has had correspondence with groups of teachers in all parts of the country; and is now ready to proceed with the organization of local defense groups covering the entire country and providing us with the nervous system which we need for defense on a really national scale. Through twenty-two years of contact in Washington, D. C., with the U. S. Office of Education, the N.E.A., American Council on Education, American Council of Learned Societies, National Research Council and the like, as well as the press, Professor Doyle is admirably situated to carry on this very important work. He is now ready to go ahead, and he bespeaks the hearty support and harmonious co-operation of all modern foreign language groups (and individuals) throughout the country.

4. As Chairman of a committee instructed to try to bring membership in the Federation and subscriptions to the *Journal* in line with the provisions of the Constitution and By-Laws, Professor Fitz-Gerald reported a tie vote on the proposal to have a uniform price of \$2.00 for the *Journal*. This proposal was submitted to the original five charter-member associations of the Federation at their last annual meetings. The New England Modern Language Association, New York State Association, the Association of the Middle States and Maryland, and the New Jersey Association, each having one vote, agreed to relinquish the refund of \$.50 per subscription and to pay \$2.00 straight for our publication. The Modern Language Association of the Central West and South, having four votes, voted in the negative. Professor Fitz-Gerald stated that the Arizona State Modern Language Association had voted for the \$2.00 rate, and Professor Reinsch added that the Pacific Coast Federation will also comply with the proposal of the Committee.

This report of Professor Fitz-Gerald's Committee was finally tabled, and pending further acceptance or rejection by other affiliated groups of a uniform price of \$2.00 for the *Journal*, it was voted that the "status quo" be maintained.

5. An interesting report was submitted by Professor Jameson, who served as our representative to the four sessions of the Committee Q of the A.A.U.P., which were held in Chicago on December 3 and 4. The discussions dealt with the importance of the preparation of teachers and with methods and courses in the high schools. The committee requests that the National Federation ask its constituent associations to study the question of teacher training.

"New Business" was then taken up under the following items:

1. Mr. Pitcher reported that the 1939 winter meeting of the American Association of School Administrators will be held in Cleveland. Our program at this meeting will again be a joint enterprise with the Classical League. Professor Ullman of Chicago University is Chairman of the Committee and Mr. Pitcher is serving as Secretary. The subject for discussion will be: "The Contribution of Foreign Language Study to Social Consciousness." Our Federation voted \$100 toward the cost of this program. The Classical League will pay one-half of the expenses of the meeting.

2. It was voted to participate in the summer meeting of the N.E.A. to be held in California. Professor Reinsch assured us that representatives of the National Federation domiciled in that state would prepare a program.

3. An appropriation of \$100 was voted as our share of the expenses of a program to be presented at the 1940 meeting of the American Association of School Administrators.

4. It was moved and voted unanimously that the report of the Treasurer of the Federation and a summarized statement of the financial reports of the Business Manager be printed in a subsequent issue of the *Journal*.

5. A unanimous vote was taken that the set of resolutions, passed at the last annual meeting of the Central West and South Association, be referred back to that association for clarification at its next annual meeting, before copies of them are sent to our affiliated associations for consideration and action.

6. A committee consisting of Mr. Milwitzky (Chairman), Professor Young, and Mr. Pitcher was appointed to consider the merits of the resolutions by Professor Coleman, who desires money to carry on a work of compilation already begun. If approved by the committee, a grant not exceeding \$100 will be made by the Federation.

7. Professor Fitz-Gerald was appointed our delegate to the Biennial Meeting of the World Federation of Education Associations to be held in Rio de Janeiro in August.

8. Professor Reinsch, who will be shortly on a sabbatical leave in Germany, offered to represent us at the annual meeting of the *Fédération Internationale des Professeurs de Langues Vivantes*, which will be held in July at Frankfurt.

9. The annual election of officers resulted in the following choices:

President, Mr. Stephen L. Pitcher, St. Louis

Vice-President, Mr. William Milwitzky, Newark, N. J.

Sec.-Treasurer, Professor Charles W. French, Boston

10. The Auditing Committee reported that the accounts of the Business Manager and of the Treasurer had been carefully audited and found to be correct in every detail.

Adjournment took place at 2:00 A.M.

Respectfully submitted,

CHARLES W. FRENCH, *Secretary*

TREASURER'S REPORT FOR 1938

Permanent Fund

December 27, 1938

U. S. Postal Savings Bonds (face value) as per attached statement from First National Bank, Boston..... \$7000.00

Checking Account

Receipts

1938

Jan. 1	Balance on hand.....	\$1049.08
8	Check from A.A.T.I. for Atlantic City meeting.....	10.00
12	Check from Shield—Interest Account.....	12.93
Feb. 5	Check from A.A.T.F. for Atlantic City meeting.....	10.00
14	Check from Penn. State M.L.A. for Atlantic City Meeting.....	10.00
23	Check from A.A.T.S. for Atlantic City meeting.....	10.00
25	Check from New Jersey Association for Atlantic City meeting....	28.25
June 29	Check from C. H. Handschin— <i>Journal</i> Subscription to January, 1942.....	10.00
Oct. 18	Check from Shield—profits 1937–38.....	770.02
18	Check from Tharp—Sale of pamphlets at Atlantic City meeting....	1.53
Dec. 16	Check from Shield—Balance of Business Manager's account for term of office.....	49.73
19	Check from Pitcher—Balance left from expenses of Atlantic City meeting.....	10.90
		<hr/>
		\$1972.44

Expenditures

1937

Dec. 28	Railroad fares of delegates to Chicago.....	\$ 459.50
28	Expenses of Chicago meeting, tips, etc.....	1.35

1938

Jan. 11	Check to Pitcher—Atlantic City Meeting.....	100.00
13	Check to Editor—Interest Account.....	8.08
19	Check to Doyle—Expenses of Chicago meetings.....	3.32
19	Dues to World Federation.....	25.00
Feb. 26	Check to Pitcher—Atlantic City meeting.....	50.00
April 8	Check to Bert E. Young—Account of <i>Fédération Internationale</i> ..	25.00
June 1	First National Bank, Boston—Care of Bonds.....	5.00
10	Salary of Secretary-Treasurer.....	200.00
Oct. 18	Check to Editor—Share in profits, 1937–38.....	109.52
18	Check to C. W. & S.—Share in profits on "Basic French Vocabulary"	6.39
18	Check to Business Manager—Account of Handschin's subscription	10.00
Dec. 16	Check to Editor—Final division of profits.....	28.13
16	Check to C. W. & S.—Final share of profits on "Basic French Vocabulary".....	.74
Jan. 1–Dec. 21	Expenses of Secretary—Treasurer's office-clerical assistance, stamps, telegrams, etc.....	52.50
		<hr/>
		\$1,084.23

Dec. 27, 1938 Balance on hand in checking account..... \$ 888.21

\$1,972.44

Respectfully submitted,
CHARLES W. FRENCH, *Treasurer*

December 27, 1938

The above report was audited and found to be correct.

Signed: J. D. FITZ-GERALD (Chairman)

WILLIAM MILWITZKY

CHARLES H. HOLZWARTH

First National Bank of Boston

December 23, 1938

National Federation of Modern Language Teachers

GENTLEMEN:

In accordance with your request, please be advised that we are holding in safe keeping for your account as of today's date \$7,000 United States of America Savings Bonds, Series B due November 1, 1946, Nos. M296711B, M240665B, M296950/4, inclusive, for \$1,000 each, fully registered.

Very truly yours

L. A. LEWIS

Assistant Manager

MODERN LANGUAGE JOURNAL

Statement of Cash Receipts and Disbursements

From July 1, 1937 to June 30, 1938

Balance June 30, 1937..... \$2,085.82

Receipts

Advertising..... \$2,343.16

Less: Accounts Receivable..... 90.90

Cash Received from Advertising..... \$2,252.26

Subscriptions..... 5,171.60

Back Numbers..... 65.73

"Basic French Vocabulary"..... 80.17

"Vocational Opportunities"..... 43.75

Interest..... 36.96 7,650.47

Total..... \$9,736.29

Disbursements

Printing and Mailing Journal..... 4,798.39

Salary, Business Manager..... 200.00

Salary, Editor..... 200.00

Clerical Assistance..... 230.92

Editor's Expense..... 80.03

Postage..... 100.51

Office Supplies, Telegrams, Express, etc..... 13.19

Subscription Refunds..... 18.17

Storage..... 60.00

Reprints Ordered by Editor..... 25.89

Reprints "Basic French Vocabulary"..... 53.07

Revised Mailing List..... 19.87

Business Manager's Profits 1936-1937..... 1,076.73

Federation Treasury Profits 1936-1937..... 661.53

Managing Editor's Profits 1936-1937..... 222.32

M.L.A., C.W. & S. Profits 1936-1937..... 25.24

Federation Treasurer—Interest 7-1-37 to 12-31-37..... 12.93

Business Manager—Interest 7-1-37 to 12-31-37..... 19.40 7,818.19

Balance on Hand..... \$1,918.10

REPORT OF BUSINESS MANAGER

469

CASH IN BANKS

Bank of Amerca, June 30, 1938.....	\$ 796.10
Savings Account.....	1,122.00
	<hr/>
	\$1,918.10
	<hr/>

Final Statement of Cash Receipts and Disbursements From July 1, 1938 to November 30, 1938 (All Accounts Closed)

Balance June 30, 1938..... \$1,918.10

Receipts

Advertising.....	\$ 90.90	
Subscriptions.....	53.90	
Back Numbers.....	3.05	
"Basic French Vocabulary".....	2.96	
"Vocational Opportunities".....	3.21	
Interest.....	4.11	158.13
	<hr/>	

Total..... \$2,076.23

Disbursements

Clerical Assistance.....	28.35	
Subscription Refund.....	2.00	
Storage.....	5.00	
Business Manager's Profits 1937-1938.....	775.43	
Federation Treasury Profits 1937-1938.....	578.36	
Managing Editor's Profits 1937-1938.....	109.52	
M.L.A., C.W. & S. Profits 1937-1938.....	6.39	
Federation Treasury Account: Long Term Subscriptions.....	75.75	
New Business Manager Account: Advance Subscriptions.....	272.65	
New Business Manager Account: Revolving Cash Fund.....	100.00	1,953.45
	<hr/>	

Balance, Cash on Hand..... \$ 122.78

Distribution of Cash

Business Manager.....		73.05
Federation Treasurer.....	\$ 20.86	
Managing Editor.....	28.13	
M.L.A., C.W. & S.....	74	49.73
	<hr/>	

Total Cash Distributed..... \$ 122.78

Cash on Hand (Account Closed)

Los Angeles, California,
December 15, 1938.

NONE

Respectfully submitted,
GEORGE W. H. SHIELD

The foregoing two reports of the Business Manager have been audited and found to be correct.

Signed: J. D. FITZ-GERALD (Chairman)
C. H. HOLZWARTH
WILLIAM MILWITZKY

• “What Others Say—” •

PROFESSOR W. V. KAULFERS ON AN INTEGRATIVE APPROACH TO THE SOCIAL-CULTURAL ASPECTS OF LANGUAGE¹

It must be obvious that the orientation course in language arts (*sc.*, given in the Menlo School, Menlo Park, California) transcends the traditional lines of departmental organization. Its content is social and thus correlates directly with the work of the social studies. Its focal center of attention is the language of America, wherefore the offering has meaning for both students and teachers of English. Moreover, since the content and activities of the program at times draw heavily on the field of foreign languages and cultures, the offering would be seriously handicapped, if not doomed to failure without the co-operation of teachers acquainted with the languages and the backgrounds of foreign peoples. The significance of this observation is revealed in the fact that such orientation courses in language arts as are today in operation in the junior and senior high schools of the United States owe their existence primarily to teachers of foreign languages, working in co-operation with teachers in other fields. Indeed, the ideal orientation program in language arts would involve the participation of representatives from all fields of the curriculum—if not in the actual conduct of the activities, at least in the formulation and the elaboration of worthwhile units of work.

¹ From *The School Review* (December, 1938), pp. 743-744.

• Notes and News •

Problems in Hispanic American Bibliography by C. K. Jones, Acting Chief, Division of Classification, Library of Congress; *The Biography of a Spanish Folklore Bibliography* by Ralph Steele Boggs, Associate Professor of Romance Languages, University of North Carolina; *Fields of Library and Bibliographical Investigations Open to American Scholars in Latin America* by Henry O. Severance, Honorary Consultant in Library Practice in the Library of Congress, are a few of the many interesting papers on inter-American bibliography and library problems now made generally available through the publication in a bound volume of the *Proceedings of the First Convention of the Inter-American Bibliographical and Library Association* (H. W. Wilson, N. Y. 267 pages, \$5.00). Edited by A. Curtis Wilgus, President of the Association, it is a complete report of the convention held in Washington, D. C., on February 18 and 19, 1938. Included are: the welcoming addresses; papers read on bibliography, libraries and archives, miscellaneous related topics; introductions of speakers and discussion of papers; projects for consideration; resolutions; names of the Association's officers and the list of registrants.

SECONDARY EDUCATION IN GERMANY

WE would call the attention of our readers to the excellent and unbiased article of the late Michael Demiashkevich on the reform of secondary education in Germany, published in *The Educational Forum*, November, 1937, and November, 1938.

MODERN LANGUAGE TEACHERS, CENTRAL WEST AND SOUTH

THE Annual Meeting of the Association of Modern Language Teachers of the Central West and South will be held at the Drake Hotel in Chicago, April 21 and 22. Miss Ruth R. Maxwell, 724 Erie Street, Oak Park, Ill., is the General Chairman of the Local Arrangements Committee.

Reviews

BOND, OTTO F., Book VI of the Heath-Chicago Series, *L'Evasion du Duc de Beaufort par Alexandre Dumas*. Price, \$.32; and CEPPI, MARC, *Les Emplois de Pierre Quiroule*. Price, \$.48. D. C. Heath, 1938.

Book VI of the admirable Heath-Chicago series is based on the escape from prison of Mazarin's enemy, the Duke of Beaufort, grandson of Henry IV. The story is adapted from an episode in *Vingt ans après*, sequel to *Les trois Mousquetaires*. The book is designed as a plateau reader to be used after the adaptation of Zola's *L'Attaque du Moulin*. Book VI introduces 217 new words and is based on a recognition vocabulary of 1021 words of which 251 are dependable cognates. New words, except cognates, are explained in notes at the bottom of the page and cognates are starred as they occur and then omitted from the end vocabulary. All new words are starred in the end vocabulary. The reviewer has used the various Bond readers, including this one, for reading by elementary French students and has found them very effective in increasing vocabulary and, at the same time, holding the student's interest.

Les Emplois de Pierre Quiroule is intended to follow the other Ceppi books, *L'Aventure de Ted Bopp* and *Le Casque invisible*. The name is taken from the proverb, *Pierre qui roule n'amasse pas mousse*. The story recounts the hapless adventures of a ne'er-do-well in fourteen different jobs in as many weeks. He is fireman, cook, music teacher, chauffeur, etc. Each chapter is about four pages in length and has an appropriate illustration. For each chapter there are excellent exercises for comprehension, idiom study, and conversation. The reviewer has found that college students consider the Ceppi books somewhat childish. They may appeal more to high school students. The present text is, however, the most attractive of the series.

MINNIE M. MILLER

Kansas State Teacher College
Emporia, Kansas

DAUDET, ALPHONSE, *La Belle-Nivernaise*. Edited by George E. Wisewell. Boston: D. C. Heath and Company, 1938. Paper and cloth. Price, \$.40.

This attractive little book is the second volume in the *Heath Visible Vocabulary Series*. It is very cleverly arranged with a double fold; the reading text and exercises being in the first fold, the vocabulary in the second. This has eliminated one objection to the *Heath Visible Vocabulary* idea: the vocabulary always facing the page of text. With this new arrangement, the vocabulary may be interleaved with the text so that the latter always appears on the left with vocabulary on the right; or the vocabulary may be completely folded away out of sight and closed as if it were a separate book.

At the beginning of the book there is a nucleus vocabulary of 191 words which the editor urges the student to memorize since they occur most frequently in the story. Then, for each page of text there is a page of vocabulary, the more uncommon or difficult words being repeated each time they occur. Brief explanatory notes appear at the bottom of the page of vocabulary.

The editor has adhered very closely to Daudet's work, even to the breaking up of continuous quotations into sentence paragraphs, characteristic of Daudet's original and so often criticized by students and teachers as increasing the difficulty of comprehension, even though maintaining the style of the original. There are several old style illustrations which keep the reader aware of the time when the story was written, in addition to three very interesting reproductions of pages from Victor's textbooks showing drawings he made when he could not concentrate in school. The exercises are brief, consisting of questions on the story as well as idiom drill.

This book in its cloth edition should find ready use among late second year or early third year high school classes which are seeking a pocket edition for rapid reading.

A. HAROLD BAGG

Monroe High School
Rochester, New York

DUMAS, ALEXANDRE, *L'homme au Masque de Fer*. Edited by Henry E. Haxo. Boston: Allyn and Bacon, 1938. Cloth. Illustrated. Price, \$.60.

An abridgment of Dumas' *Le Vicomte de Bragelonne ou Dix Ans plus tard*, this edition of the episode of "The Man with the Iron Mask" is intended for second or third year classes in either high school or college. The vocabulary of 2600 words (idioms excluded) is based on the Vander Beke French Word List, and is complete. It follows very closely the New York State Syllabus elementary word list (for French Two Years), and includes many words in the third year list. The forty-three pages of notes are extremely helpful. Idioms are translated, all subjunctive uses and other grammatical difficulties are clearly explained, and interesting facts are given concerning proper names found in the text. The words *sensible*, p. 28, *défiance*, p. 82, and *loyal* (sincere), p. 102, should be included in the notes. Few students will think to consult the vocabulary for the correct meanings. Space is given to the translation of the familiar *Quel âge avez-vous?*, yet the troublesome *en vouloir à*, which occurs several times in various forms, is omitted from the notes.

The exercises provide plentiful material for class work. There are hundreds of questions in simple French for conversation and comprehension, sentence completion exercises, synonyms and antonyms, pronoun and verb drills and six hundred sentences illustrating the uses of common idioms found in the text.

This exciting novel of mystery and intrigue suffers little from its abridgment, and should be well received by instructors who prefer one long story to several short ones. Dumas' vivid, entertaining style has been preserved throughout. Although he may be puzzled at times by the numerous intrigues in the court of Louis XIV and the frequent references to unfamiliar sums of money, the student should find pleasure in reading about d'Artagnan, Aramis and Porthos, Fouquet, Colbert and especially the mysterious "Man with the Iron Mask." Only the least imaginative of students could fail to be thrilled by the scene in which Louis XIV is abducted and his place as king taken by his legendary twin brother. We may well agree with the editor that, although "historical accuracy is often lacking, dramatic situations, sparkling dialogues and breathless action make this tale an enjoyable one."

FRANCIS M. SWEET

South Park High School
Buffalo, New York

SAMMARTINO, PETER and MOSHER, ROY E., *Grammaire Simple et Lectures Faciles*. New York: Harper and Brothers, 1938. Cloth. Illustrated. Price, \$1.40.

The authors frankly state in the book's title and in the preface that their aim is to offer a program of language work which is easy. This new work is planned especially for junior high school and high school classes, for whom it is hoped that their French course may be "attainable, pleasurable, and useful." In the publisher's advertising it is claimed that in using this book "boredom and discouragement give way to interest and accomplishment." Grammar is presented in its simplest forms only and in very small doses. Reading starts in the first lesson. The same words and expressions are repeated over and over; vocabulary difficulties are clearly explained beforehand "so that the pupil may proceed to uninterrupted reading." The frequent use of pictures, maps, and music contribute to making the forty-two lessons and eight reviews understandable and interesting. The exercises, such as putting in the plural, filling in blanks, conjugations of short sentences, are not difficult or exhausting, but ample to

drive home the point. Cultural material of considerable length is included in English. Similarities between English and French are stressed, sometimes too fully. Realizing the value of songs for vocabulary and pronunciation the authors have included many well known French songs. The materials lend themselves well to conversation in class, there being many questions and exercises for oral drill. There are but few sentences to be translated into French, the authors believing that many teachers will not make use of them. This book is the result of several years of experimentation, the lessons having been used in mimeographed form. Although the reviewer detests the present day tendency to "give" pupils an education by using easy devices such as visible vocabulary readers and even interlinear texts, it seems to him that this new beginners' book should fill a useful place at the level for which it is intended. It is very attractively gotten up and, with faithful work on the part of the teacher who must insist that these easy lessons be mastered thoroughly, should produce results. Only a few errors have been noted: on page 144 in the menu of the Restaurant Surcouf *langouse* should read *langouste*; page 332 the terminology in reference to the pronoun in the affirmative imperative is unfortunate.

GEORGE B. WATTS

Davidson College
Davidson, North Carolina

THARP, JAMES B., *Nous autres Américains*. New York: Harper and Brothers, Publishers, 1936. Cloth. Illustrated. Price, \$1.40. Accompanied by: Twenty-Seven Comprehension Tests. Paper. Price, \$.28. *Cahier*, Study Manual and Exercise Sheets. Paper, \$.96.

The author has given us a very new and different book based on a fresh pedagogical approach and sound psychological principles. The starting point of the method is the reading lesson which is taken in class without preliminary home study. The most vital objective of the method is "the creation of techniques of reflexive thinking by an intelligent use of inference." Hence the student tries to understand the meaning of the text directly, by guessing the meaning of the new words which are introduced in a contextual setting designed to reveal the meaning by inferential thinking. To help this guessing, pictures and marginal references of a "developmental nature," i.e., associations, descriptions, definitions, synonyms or autonyms are given, all of them in French.

The reading is done under the close supervision of the teacher, who also reads the text aloud in order to give the students their first instruction in pronunciation. The author does not believe in the necessity of a preliminary phonetic training. He would rather have in the initiative stage the close association between the new sounds made by the voice of the teachers with the printed words.

When the text has been read, understood and studied, the students are given a Comprehension Test from the series of Comprehension Tests. This in time is followed by a "Series of Exercises" in the *Cahier*. These provide a motivation for the repetition of linguistic material and its fixation. The theory of the author is that out of the familiarity with this wealth of linguistic material "some expressions and grammatical patterns will stick in the consciousness of the learners and will come forth of his own. For this reason, grammar is never forced or drilled in isolation but organized from preliminary experience in which meaning is paramount." The learning process is throughout inductive and tends to stimulate reflexive thinking and the use of inference.

Plateau readings are provided at several levels of achievement. In these readings no new material is introduced; but they serve as a fixation practice and give at the same time to the student a sense of acquired power. They furnish also the material for a project study of French civilization. The vocabulary has been carefully chosen on a frequency basis and has been limited roughly to the range of 2,000 words. The density is reasonable, the average number of new words for each lesson is between 25 and 30. There are also studies about cognates, word

formation, verbs and grammatical forms which should help greatly the vocabulary building of the students.

The Comprehension Tests, most of them of the objective type, are varied, ingenious, and interesting.

In the *Cahier*, the first series of exercises on the twenty-seven chapters is followed by a Grammar Summary, some French Verb Blanks, and a systematic study of pronunciation. In the last part of the *Cahier*, a series of exercises based mainly on the substitution method of speech units tend to lead the student gradually from mere imitation to free expression by the thorough mastery of certain construction patterns.

This review cannot begin to do justice to this important book. There may be some weaknesses in its execution, but the fact remains that its conception is sound, and that every phase of it has been carefully planned to conform to the demands of the modern teacher and so harmonize more fully with the modern educational objectives. It will be interesting to follow its success.

LOUISE C. SEIBERT

Goucher College
Baltimore, Maryland

SAND, GEORGE, *L'Homme de neige*. Edited by Foster Erwin Guyer. New York: Oxford University Press, 1933. Cloth. Price, \$1.15.

The best feature of this text is that it presents material not hitherto available for class use, at least not to the knowledge of this reviewer. The editor describes the novel in his preface as "a pleasing story of intrigue and mystery. The hero and heroine are attractive people. The story moves rapidly; and the style is good." All this is true, but the plot is very complicated and its extreme romantic qualities might not appeal to many students. Further, those who feel that the stories used by students of French should be laid in France will be annoyed by the Swedish setting and the number of Scandinavian terms, both proper names and ordinary words.

The editor has attempted a Herculean task in trying to condense a three-volume novel of about nine hundred pages to one hundred and twenty-six pages slightly larger than those in the French original. Omissions are summarized in English. The story is carried forward from the point where it begins in the text by giving résumés of all past events, which form a large part of the story. As a result of so much omission, the text appears choppy and the transition between chapters is not always smooth, for example, chapters III and IV, pp. 28-29. In one omission (pp. 69-70) one hundred pages are summarized. The story moves fairly evenly in the first part of the text, but toward the end one loses the connection.

The introduction contains a brief sketch of the life and works of George Sand. The notes explain proper names and long idioms without reference signs in the text. The vocabulary is satisfactory, giving in most cases meanings that fit the usages in the text and containing no extra ones to confuse the student, a common fault in textbooks. No attempt has been made to make the vocabulary conform to graded word lists. There are no exercises or useless material. The book is suitable for second-year college work and well deserves a trial.

W. R. QUINN

Duke University
Durham, North Carolina

CASTILLO, CARLOS, AND SPARKMAN, C. E., *Un vuelo a México*, Book Six, Heath—Chicago. Price, \$.32.

In *Un vuelo a México* the few, brief incidents are told in such simple direct dialogue that students should feel that they too are "going places," an idea which appeals strongly to American youth today. As the reader turns the last page perhaps he may regret that the authors did not devote more space to Mexico and a bit less to Clara's delightful kitten, but every

student will feel repaid for his effort since the text is so obviously written in practical "Spanish Spanish." Anglicisms in such a book are surprising, and mar a text which on the whole is natural, idiomatic and vivid.

On page 4, line 20 a quotation in English is included. *High School* and not "*la alta escuela*" on page 1, line 8 should have been used in English since the literal translation, even though placed in quotation marks, has a very different connotation in Spanish.

"*Ama la naturaleza*," page 2, line 15. No Spaniard says this. "*Muebles y todo*," page 3, line 1, which should read "*con muebles y todo*," brings again the English construction which does not require the preposition.

In academic life in Spanish-speaking countries "*recibir el bachillerato*," page 5, line 7 would surprise all listeners.

However, it is not fitting to search out small deficiencies when we have a sympathetic, sparkling, and alive account of a trip which will stimulate even the less ambitious student to master a language so that he too can fly to Mexico.

ADA M. COE

Wellesley College,
Wellesley, Massachusetts

LEAVITT, STURGIS E., AND STOUDEMIRE, STERLING, A., *¡Vamos a leer!* New York: Henry Holt and Company, 1938. Cloth. Illustrated. Price, \$1.36.

This is distinctly not just another Spanish reader. Its make-up, approach, and material all lift it far above the ordinary. Carefully designed to be of almost equal profit to the absolute beginner or to one who already has some knowledge of the language, this text can conscientiously be urged upon the teacher of Spanish who wants a stimulating, thoroughly satisfactory reader with which to lead his students easily and interestingly to the point where they can handle real Spanish literature with ability and enjoyment. The treatment throughout is appealing, often original, and the publishers have co-operated in arousing enthusiasm by presenting an unusual cover and by setting up chapter headings, etc., in a new fashion.

Departing considerably from the policy followed in the ordinary reader, the authors have divided *¡Vamos a leer!* into three parts. The first one, consisting of twenty-nine pages, is of a preliminary sort, devoted to a simple and effective discussion of some of the most important fundamental principles of language. Such things as verbs, word order, vocabulary, cognates, and idioms are considered in a way that is anything but dry. Valuable examples of each point are generously employed, and the practice exercises are ample, adequate, and pleasing.

Part Two, twenty-six pages in length, is divided into five chapters, which are preparatory to the reading of the literary selections of Part Three. Each chapter commences with a very brief treatment in English of a cultural topic (Spain, The Spanish Language, The History of Spain, Cristóbal Colón, South America), and ends with a valuable essay in simple Spanish on the same topic. In between come a number of "Reading Aids," these being for the most part explanations of concrete grammatical points and boxed comments on special expressions lifted from the Spanish text of the chapter. One feature of both this section and Part Three is that each idiom is set in bold faced type on its first appearance. Another is that difficult or unusual words are translated immediately in parentheses.

Part Three presents adapted versions of fourteen representative stories by such Spanish literary figures as Cervantes, Valera, Bécquer, Larra, Blasco Ibáñez, Pardo Bazán, and Pedro Antonio de Alarcón. Preceding each story is a short but worth while introduction in English. The reading aids and boxed comments are continued except in the last selection, which is a sixty-three page version of the delightful *El sombrero de tres picos*.

The vocabulary has been carefully graded and, almost needless to say, checked against Buchanan's findings. The list of words and idioms at the end of the text is quite complete, presenting all cognates and not infrequently several inflected forms of the same verb. The book has a number of good illustrations and maps. No mistakes of any kind were noticed.

¡Vamos a leer! is entirely worthy of taking its place alongside those other fine texts by the same authors, *Elements of Spanish* and *¡Vamos a ver!*

WALTER M. LANGFORD

University of Notre Dame,
Notre Dame, Indiana

ESPINOSA, AURELIA M., *Conchita Argüello*. New York: The Macmillan Company, 1938. Cloth. Price, 65 cents.

This story of Concepción Argüello, romantic heroine of early California days, is, according to its author, "a drama of true, sincere, and ardent love," depicting "California Spanish manners, customs, and life," and is written in "easy and simple Spanish" suitable for "elementary and intermediate Spanish classes."

It would have been interesting had Mr. Espinosa in his preface, even for an elementary reader, given us some indication of the sources of his material. To the Californian this information may seem superfluous, but to us other unfortunate mortals, important. It is true, however, that the story of Conchita has been a theme for many poems and stories, among them being Bret Harte's poem, "Concepcion de Arguello" and Gertrude Atherton's novel *Rezánof*.

The best account in English that I have been able to locate so far, is found in *The History of California*, Vol. II (1801-1824), Chapter IV, 64-80 (*The Works of Hubert Howe Bancroft*. San Francisco: A. L. Bancroft and Company, 1885. Vol. XIX). Bancroft quotes from reports made by the Russian Chamberlain Nikolai Petrovich Rezánof, who came to Sitka as "imperial inspector of the Northeastern establishments, being also plenipotentiary of the Russian American Company," and also from the *Voyages and Travels* of G. H. von Langsdorff, a surgeon and naturalist who accompanied Rezánof. (I have not been able to find out why Mr. Espinosa accents the first syllable in the Count's name. All available accounts here accent the second syllable.)

The Russian Count arriving in Sitka in 1805 found the colony almost starving, and to relieve the distress, bought for them the American ship *Juno* with all its cargo. By spring, conditions being worse, Rezánof was forced to go to California for provisions. As he reported, "Trade with foreigners was forbidden there, it is true, but starvation was a harder matter to face than Spanish law as administered on the Pacific."

After dangers of shipwreck, with half the crew ill with scurvy, the *Juno* braved the Spanish guns at San Francisco. Rezánof dispersed gifts among the Spaniards, and was himself entertained in the home of the Comandante Argüello, where he met the daughter Concepción. Knowing that the Spanish law did not allow that food be sold to the Russians, the wily Rezánof professed that his object was "merely to collect samples of California products to be distributed among the northern establishments in order to ascertain their adaptability to that market." But no trade was allowed. Rezánof's crew intended to desert; there was one card left to play—to gain the love and influence of Argüello's daughter. As Bancroft says (p. 72): "... history like murder will out, and it must be confessed that this celebrated courtship had a very solid substratum or superstructure of ambition and diplomacy."

Rezánof resolved to sacrifice himself. Quoting from one of his own letters (Bancroft, p. 73): "Seeing that my situation was not improving . . . having but little confidence in my own people, I resolved to change my politeness for a serious tone. . . . My proposal created consternation in her parents. . . . They ran to the Missionaries. . . . The holy fathers appealed to the decision of Rome, and if I could not accomplish my nuptials, I had at least the preliminary act performed, the marriage contract drawn up, and forced them to betroth us." The hero of this "drama of true, sincere, and ardent love" really did intend to return, according to Langsdorff, to claim his bride. In the meantime he got his cargo of foodstuffs to the value of \$5,002, and set sail for the North. Rezánof never returned, for on his way to Russia, crossing Siberia, he died in 1807 from the effects of a severe fever and a fall from his horse. Concepción,

who finally took the robes of a "beata," remained true to him, and did not learn until 1842 the circumstances of her lover's death.

Not only was Rezánof evidently feigning love for Conchita; in 1806 he wrote from New Archangel (Bancroft, p. 80), proposing that the Russians settle from Columbia to San Francisco Bay. "... in the course of years we should become strong enough to make use of any favorable turn in European politics to include the coast of California in the Russian possessions. ... The Spaniards are very weak in these countries. ..." Conchita was certainly true, sincere and ardent. However, I cannot commend the intentions of "el sueño de Rézanov."

Mr. Espinosa in the telling of a romantic version of this story has added descriptions of certain California scenes and customs. He even waxes Rabelaisian at times: "Había velas, lámparas y farolas de aceite, carros, carretas y buenos caballos" (p. 3 of the text). Fiestas, masses, dances, costumes, food—all are mentioned.

The story is told in fairly simple Spanish, divided into eighteen "lecciones," varying from one to one and a half pages each. There are twelve to twenty-four "Preguntas" for each lesson, and a list of "Locuciones y modismos." Many of the latter are complete translations of long idiomatic expressions. The vocabulary lists 1144 entries for 47 pages of text, which contains approximately 24 solid pages of reading, each solid page containing from 255 to 260 running words. The vocabulary evidently contains a number of unnecessary entries. For instance, it does not seem logical that the student who can understand such words as *puérais*, *interino*, *porfiar*, or *traguito*, need have four entries for *que*, or separate entries for *muchacho* and *muchacha*, or be told that *del*=*de+el*.

The reader lends itself to use in an elementary class, toward the last part of the year, furnishing eighteen intensive reading lessons to be used with grammar. It seems a pity that Mr. Espinosa did not enlarge his theme, or else publish this story with other California Spanish stories. We hope that some day he will publish a larger volume, including more material. The study of our own Spanish American history and legend is always of interest.

VIRGINIA C. FARINHOLT

*The Woman's College of
The University of North Carolina
Greensboro, North Carolina*

PITTARO, JOHN M., AND GREEN, ALEXANDER, *Primer curso de español*. Boston: D. C. Heath and Company, 1938.

In this attractive book the author of *Beginners' Spanish*, *Modern Spanish Grammar* and other popular textbooks have brought together all the material necessary for a complete course in first year Spanish. This one volume is intended to perform the functions of reader, grammar, drill book, wall chart, and collateral reference work. It is intended to be, in short, the only book which the student will have to carry with him from home to the classroom throughout the first two terms of his study of the language. The practical advantages of such an omnibus volume—convenience and economy—are obvious. The disadvantages arise chiefly from the difficulty of making any book which will perform all these various functions equally well. Very different talents are required for the invention of effective and competent drill exercises and for the composition of a lively and interesting article, on, for example, life in Madrid. It is perhaps impossible that any book should excel in both fields. One or the other of its different functions will be emphasized or neglected according to the interests and the gifts of its authors.

In *Primer curso de español* the chief emphasis, as those familiar with the other works of these authors may guess, is divided between reading and grammar drill. In both these fields the material offered is plentiful and excellent. Each of the fifty lessons contains, in addition to a Spanish paragraph for intensive reading introducing the new vocabulary to be acquired and illustrating the grammatical principles to be discussed, a longer *Cuento* which is to be read for no immediate utilitarian purpose, but for the sake of its own interest. These stories are

for the most part fresh and new and should bring life and humor into the classroom. Each of the fifty lessons contains, too, five or six groups of drill exercises on the principles of grammar introduced in the lesson. These exercises are of all the varied popular types. They call for the filling in of blanks, the replacing of English words with Spanish words, the substituting of the appropriate verb forms for infinitives, the replacing of nouns with pronouns, etc. They display admirable ingenuity and care in their construction and should save any class from monotony and boredom.

Only a minimum amount of grammar is presented with each lesson. The more difficult grammatical subjects—e.g., passive voice, subjunctive mode (except when used as an imperative), ways of saying "than" etc., are postponed for a later course. The explanation and statement of grammatical rules are clear and accurate. In order to prevent the student from being left with only fragmentary bits of grammatical knowledge a tabular resumé of the grammatical forms studied is given at the end of every ten lessons. The authors have occasionally deviated from the traditional order of treatment of grammatical topics—they take up, for example, the indefinite article before the definite article and the preterite before the imperfect tense—but these innovations do not affect the general logical progression of their presentation.

The treatment of pronunciation is unusually thorough. The authors have not been content to drop the conscious practise of Spanish sounds after the first few weeks of the course, but have included at the beginning of every lesson specific exercises for phonetic drill—first on individual words and sounds, later on phrases and sentences. It may be objected that many words used in the introductory chapter on Pronunciation are not words of high frequency and are not included in the vocabulary—*cepa*, *chicha*, *jipipapa*, *tule*, *yeso*, and *zarza*, for example. These might well have been deleted in favor of other words which recur later in the text.

The least admirable feature of the book are the ten "Cultural Essays" in English on different phases of Spanish and Hispanic American history and civilization. The articles on Spanish sports and on the Conquistadores may have enough intrinsic interest to hold the student's attention, but those on Spanish topography and on life in the various cities of Spain contain too many dull facts and are written in too uninteresting a style to recommend them to any reader. Unfortunately they also contain occasionally awkward sentences like this one from page 62: "Geographically, Spain presents such interesting facts as the following: practically the whole country lies in a humid climate; the north and the northwest—including the cities of Santiago, Oviedo, Bilbao, San Sebastián—form a region of very frequent rains, whereas in the sections of lower Aragon and the southwest no rain falls during the greater part of the year."

This same awkwardness of expression is particularly evident in the Preface, which describes at length the aims and methods of the book. The entire Preface suffers gravely from being written in the *argot* of the professional schools of education. This is, perhaps, not a serious drawback. The average student certainly will not read the Preface. The teacher will not need to read it. The aims and methods of the book are implicit in the choice, presentation, and arrangement of its material. These are the best arguments for its pedagogical soundness.

In general appearance—type, page arrangement, and illustrations—the book is unusually attractive. It is certain to be widely and successfully used throughout the country.

E. HERMAN HESPELT

New York University
New York City

HILLS, E. C., FORD, J. D. M., AND RIVERA, G., *A Brief Spanish Grammar for Colleges*. New York: D. C. Heath and Company, 1938.

A Brief Spanish Grammar for Colleges, like former publications of the authors, is devoted primarily to the task of instruction in the basic grammatical principles of the Spanish language without any of the frills in the way of cultural and illustrative material so popular in

current grammars. It will appeal to the instructor who wants to keep his students in the straight—if often rough—path of fundamentals, though the book does, in the words of the authors themselves, offer “*a camino recto y seguro.*”

The authors make it clear in their preface that their recent publication is not a revision of *A Spanish Grammar for Colleges* but an entirely new book intended to serve “as a basal textbook for beginners desirous of mastering at the earliest possible date such essentials of Spanish grammar as will permit them to read with comprehension ordinary Spanish prose and lay a safe foundation for other skills.”

The book consists of a brief, concise introduction on pronunciation with drill exercises, thirty-six grammar lessons, a survey of verbs, regular and irregular, Spanish-English and English-Spanish vocabularies, a table of contents and an index.

The grammar is divided into thirty lessons with six reviews, one after each six lessons. A vocabulary, drill exercises and translation exercises follow the explanatory material in each lesson. Toward the end of the book the exercises intended for translation into Spanish are rather too long. The vocabularies are of uneven length due often to the inclusion of words given in the body of the lesson, like articles, verb forms, and pronouns. This material could well be omitted from the vocabularies.

My few criticisms of the text are concerned with the arrangement of the material. The lessons on the whole are evenly distributed as to subject-matter to be assimilated or learned from memory. However, I do question the arrangement of the following: the separation of radical-changing verbs into two lessons (IX and XI) broken into by extraneous material and a review lesson; orthographic-changing verbs divided into five lessons (XXV, XXVI, XXVIII, XXIX, XXX) with other difficult material in all those lessons; demonstrative adjectives and pronouns ten lessons apart (XIII and XXIII); the preposition *para* discussed in Lesson XXVII and *por* left to a later lesson (XXIX); the late introduction of two object pronouns in a sentence (XXIV).

Everything considered, however, the instructor who is looking for a concise, terse, dependable presentation of Spanish grammar without unnecessary sugar-coating will find exactly what he wants in this new contribution of Professors Hills, Ford and Rivera.

LUCILE K. DELANO

Queens-Chicora College
Charlotte, North Carolina

• Books Received •

FRENCH

- Denoeu, François, *Petit Miroir de la Civilisation Française*. Boston: D. C. Heath and Company, 1938. Price, \$1.72.
- Landry, Joseph A., *Graded French Word and Idiom Book*. Boston: D. C. Heath and Company, 1938. Price, \$0.84.
- Stendhal, *La Chartreuse de Parme*. Edited by Manuel Brussaly. New York, London: Harper and Brothers, 1938. Price, \$1.40.

GERMAN

- Barnstorff, Hermann, *Die soziale, politische und wirtschaftliche Zeitkritik im Werke Gerhart Hauptmanns*. Jena: Frommann (Walter Biedermann). Jenaer Germanistische Forschungen, No. 34. 1938. Price, M 5.50.
- Hohrath, C., *Fünf in einem Ring*. Edited with Notes, Exercises and Vocabulary by E. P. Appelt and Selina Meyer. New York: Henry Holt and Company, 1938. Price, \$1.20.
- Puckett, H. W., *Intermediate Readings in German*. New York: The Macmillan Company, 1938. Price, \$1.25.

ITALIAN

- Cantarella, M., and Richards, P. L., *Dieci Novelle contemporanee*. Con esercizi di grammatica, conversazione e composizione. New York: Henry Holt and Company, 1938. Price, \$1.28.

RUSSIAN

- Patrick, George Z., *Roots of the Russian Language*. New York, Chicago: Pitman Publishing Corporation, 1938. Price, \$1.50.

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- Cano, Juan, *Cuentos Humorísticos Españoles*. Edited with Notes, Direct-Method Exercises and Vocabulary by Emilio Goggio (revised edition). New York: The Macmillan Company, 1938. Price, \$1.20.